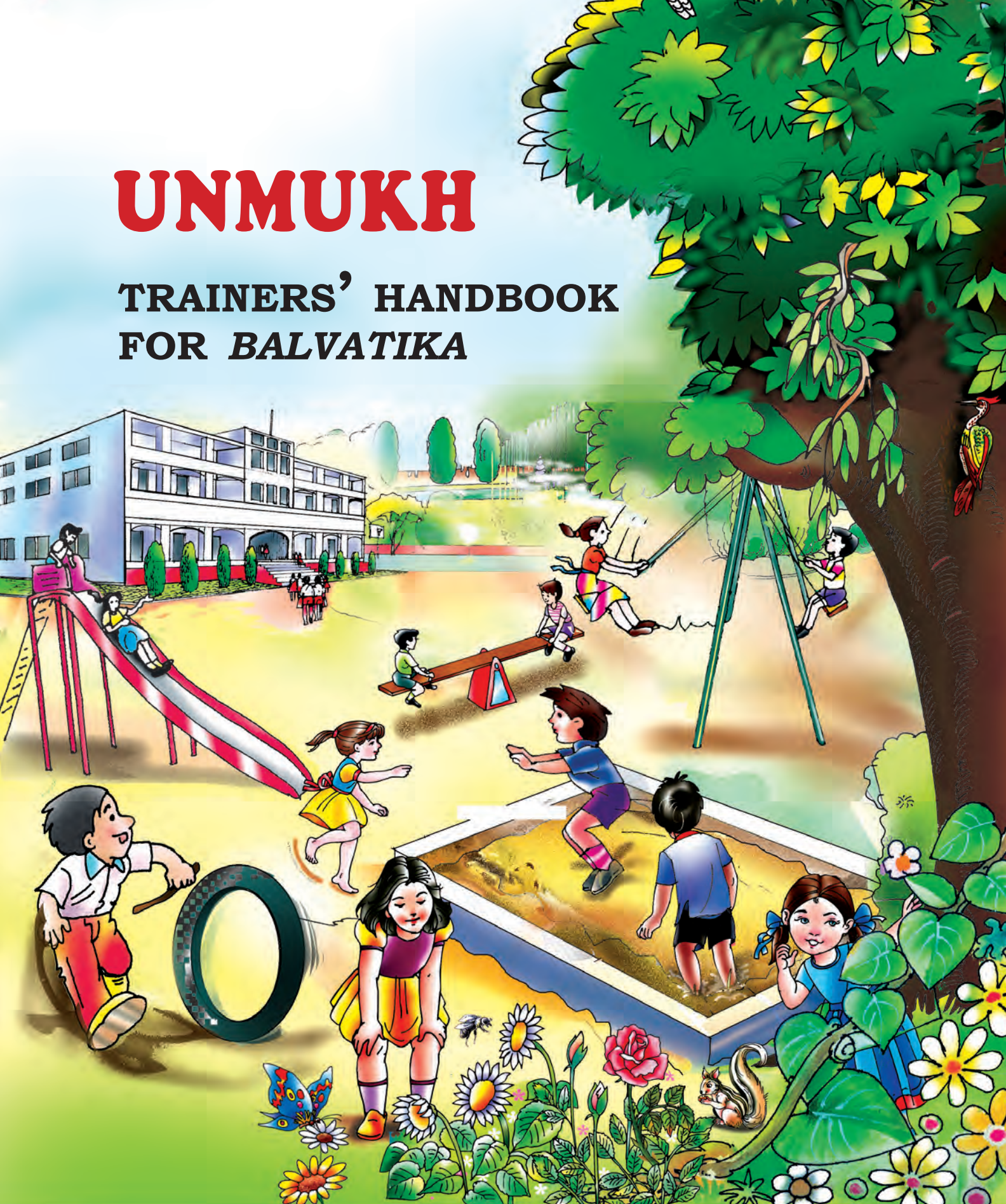


# UNMUKH

## TRAINERS' HANDBOOK FOR *BALVATIKA*



## **THINK CRITICALLY**

“Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.”

—*National Education Policy, 2020*

# UNMUKH

## TRAINERS' HANDBOOK

### FOR *BALVATIKA*

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**13257 – UNMUKH**

Trainers' Handbook for *Balvatika*

**978-93-5292-493-6**

**First Edition**

April 2023 *Vaishakha* 1945

**PD 5T BS**

© *National Council of Educational Research and Training, 2023*

₹ **395.00**

*Printed on 80 GSM paper with NCERT watermark*

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Chandra Prabhu Offset Printing Works (P.) Ltd., C-40, Sector-8, Noida - 201 301 (U.P.)

**ALL RIGHTS RESERVED**

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021 Phone : 0361-2674869

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Vipin Dewan*

Chief Editor (In charge) : *Bijnan Sutar*

Assistant Production Officer : *Deepak Jaiswal*

**Cover and Layout**

*DTP Cell, PD*

## FOREWORD

India has a celebrated tradition of nurturing children's formative years through a well-defined process, widely known as *sanskars*. Transmitted from one generation to another, these *sanskars* pave the way for adequate care to be taken in the first eight years of children's lives to favourably shape every aspect of their growth, behaviour and capabilities in the later years.

Keeping in view the importance of this stage, the *National Education Policy 2020* aptly recommends bringing the foundational five years of children (3–8 years of age group) into the domain of school education. An individual's lifelong learning, social and emotional behaviour and overall health depend on this stage. Besides this, children also require diligent support for the development of their physiological and motor skills to attain literacy, numeracy, and creative and aesthetic sensibilities in the cognitive domain. The policy recommends an exclusive *National Curriculum Framework* for this stage, which comprehensively guides the whole education system not to only provide high-quality education at the foundational stage but also to carry this momentum forward to the next stages of school education.

The *National Curriculum Framework for Foundational Stage (NCF-FS)* recommends early childhood care and education to be rooted in Indian culture and ethos. It also focuses on integrating a child's experiences at home with the knowledge, skills and attitudes which would be developed within the precinct of school. This marks a departure from the prevailing system of merely learning from books to a more congenial play-way and competency-based learning system, where children's engagement with what they do and learn becomes more important.

Following this recommendation, the syllabus for the Foundational Stage has, therefore, been anchored on the conceptual foundations of *Panchkoshiya Vikas* (the development of the five layers of human personality) as elucidated in the *Taittiriya Upanishad*, a part of the *Taittiriya Samhita* of the *Krishna Yajur Veda* so as to enable the 'self' to be realised by the individual as the ultimate goal of life, thereby ensuring a harmonious blending of India's cherished civilisational wisdom with the contemporary outlook of an individual's holistic development.

The success of these efforts would obviously depend on the steps, that *anganwadis*, schools and concerned institutions will take to encourage children at this stage to develop appropriate competencies. In order to achieve this, various learning and teaching materials available both in

print as well as online, on the recommended curriculum websites, need to be utilised. Parents should also do the same under the careful guidance of *anganwadis*, schools and concerned institutions.

The designers of the syllabus have done their part by arranging the different competencies that are to be honed sequentially in all five years of learning. While doing so, they have also addressed the issues pertaining to the content load. They have done this by restructuring and reorienting the process of knowledge acquisition at different levels of the foundational learning. Greater attention to child psychology and the time that would be available for learning and teaching in schools have been kept in mind to achieve this objective.

In view of enabling trainers and all others dealing with children in the age group of 3–6 years, this trainers' handbook entitled *UNMUKH*, has been developed taking care of the perspectives of the NEP 2020. It provides guidance on the transaction of competency-based activities in a simple, interesting and engaging manner. This handbook has endeavoured to be inclusive and takes care of our social and cultural rootedness and provides ample opportunities to the trainers to build the capacity of teachers and other stakeholders in giving hands-on learning experiences to the children.

This handbook has integrated art and craft in the activities through which teachers make children aware and motivated to appreciate the aesthetic sense inherent in such activities. It also provides situational awareness to transact the underlying concepts easily in their own contexts. This handbook is rich in substance: providing varied experiences, integrating play-way methods of learning through toys and games along with a variety of other activities, and questions that lead children to develop critical thinking and problem-solving abilities. Additionally, the handbook includes rich subject matter and activities for the trainers to guide the teachers help children develop the necessary sensitivity towards our environment. It also provides ample scope for our States/UTs to add content with local perspectives in the learning–teaching material that they may develop as per the recommendations of *NEP 2020*.

The NCERT appreciates the hard work done by the Committee set up to develop this syllabus and learning–teaching material for the Foundational Stage. The Council is thankful to the *Chairperson* of the Committee, *Professor* Shashikala Wanjari and all other members for completing the task in time and in such an admirable way. We are also thankful to all institutions and organisations, which have generously extended their help and assistance in making this possible. A special thanks to Dr. K. Kasturirangan, *Chairperson* of the National Steering Committee, and its other members including those of the Mandate Group and the Review Committee for their timely and valuable suggestions, which have been of immense value in conceptualising and developing this handbook.

As an organisation committed to reforming school education in India and bringing in continuous improvement in the quality of all learning and teaching material which it develops, NCERT will look forward to critical comments and suggestions from all its stakeholders to further improve this trainers' handbook.

27 January, 2023  
*New Delhi*

DINESH PRASAD SAKLANI  
*Director*  
National Council of Educational  
Research and Training





## ABOUT THE TRAINERS' HANDBOOK

The *National Education Policy 2020 (NEP 2020)* and *National Curriculum Framework for the Foundational Stage 2022 (NCF-FS 2022)* have laid great emphasis on Early Childhood Care and Education (ECCE) by universalising it for all children between 3–6 years and bringing in the children of 6–8 years under the umbrella of ECCE. This has been done to overcome the learning crisis and enable holistic development of children of 3–8 years. NEP has laid emphasis on experiential learning. Accordingly in *Balvatika*, the focus is on building concepts and developing skills and competencies for strengthening foundational literacy and numeracy including their social and personal skills in early grades. The *NCF-FS* is the first ever integrated Curriculum Framework for children of 3–8 years age group in India. The objective of *Balvatika* is to facilitate the optimum development of children's full potential and to lay the foundation for their holistic development.

For successful implementation of the recommendations of *NCF-FS*, training of both the trainers and the teachers is crucial. To reach a large number of teachers, training programmes of shorter or longer duration ought to be organised by teacher training institutions like NCERT, SCERTs, DIETs, BRCs, and CRCs. The resource persons for imparting training should be drawn from the faculty of NCERT including RIEs, SCERTs, DIETs, academic trainers from universities and teacher education institutions, ECCE experts, etc.

Training programmes in the field of ECCE are generally conducted in a cascade model involving the training of trainers who will then train teachers of *Balvatika*. These trainers have different levels in the States and UTs. Some States have the practice of training key resource persons to train master trainers and the master trainers to train teachers. Some States and UTs have dedicated trainers for training at all levels and they directly train teachers. Therefore, it is necessary for the trainers at every level to have some ready reference material with them for guidance. The trainers' handbook entitled as *UNMUKH*, meaning 'orient', has been prepared keeping this specific need in mind. It has been prepared for the trainers/teacher educators or resource persons working in the area of early childhood care and education, especially for those who are dealing with the children of *Balvatika* (3–6 years age group).

This handbook has two parts. Part I spells out the basics of ECCE and *Balvatika* to which the participants must be introduced in order to build an understanding of ECCE and *Balvatika* as per *NCF-FS 2022*. It talks about the need and significance, methods and materials, planning, and transaction of the *Balvatika* programme with in-built assessment through

observation. *Balvatika* programme needs to be implemented using joyful, play and activity-based pedagogy through stories, rhymes, songs, toys, etc. Part II of the handbook includes a variety of suggestive activities, which can be directly conducted with the children of 3–4, 4–5, and 5–6 years of age group in continuum. The activities are progressive and integrative in nature, as while conducting activities in one domain, children will also be able to develop competencies in other domains. An attempt has been made to suggest variations in the activities (wherever possible) to be used by caregivers at any learning site including classroom. The points to be observed while conducting the activities to understand the progress in learning and developmental delays (if any) have also been suggested. This handbook emphasises upon no written test or oral exam at the *Balvatika* stage.

The suggested activities need to be demonstrated by the trainers at the learning sites. If children are not available, these may be demonstrated by the teacher educators or resource persons in simulated situations with participants acting as children.

This handbook would be helpful for training ECCE personnel at all levels (central level, state level, DIETs, BRCs, and CRCs) as it includes the basic information with suggestive activities for *Balvatika* that can directly be used by the trainers as well as the teachers. Activities included in this handbook can be conducted with no-cost/low-cost contextual material. Some activities can also be conducted without any material. While carrying out the capacity building programme, it is suggested that more emphasis should be laid on conducting the activities with the participation of learners.

As this handbook is developed for the use of trainers who are expected to plan and conduct training, therefore, it includes a suggestive programme schedule (six days) for the training of field-level functionaries/teachers/caregivers. The emphasis is not only on giving theoretical and practical knowledge in ECCE but also on developing basic skills for addressing diverse needs of the children of *Balvatika* through hands-on experience. Follow-up of trained teachers is important after conducting the training programmes to assess the impact of training, while they practice different activities in the *Balvatika*. For this, an observation schedule has been given in *Annexure VIII* of this handbook, which can be used by the trainers to observe the performance of teachers at their workplace. The trainer should act as a facilitator and provide support and should not evaluate or inspect the programme.

### **Tips for the Trainers**

- Read the *NEP 2020*, *NCF-FS 2022*, *NIPUN BHARAT Guidelines of 2021* and the documents developed by the NCERT — *Vidyapravesh*, *Trainer’s Handbook for Balvatika—UNMUKH*, *Handbook on Toy-Based Pedagogy (2022)*, *The Preschool Curriculum (2019)* and *Guidelines for Preschool*

*Education (2019)*, to develop a clear understanding of the context, content, and processes of *Balvatika* before organising the training programme.

- Provide the handbook or the handouts of the reading material from the trainers' handbook to the trainees well in advance so that they can read before coming for the training.
- Know the expectations of trainees from the training programme before hand, and assess their training needs.
- Start the training programme with an introductory session to know the trainees and build rapport with them in a creative way, for example, by playing any game with them, in which they get a chance to know each other by sharing their likes and dislikes, hobbies, etc.
- After the training is over, take feedback about the training programme, for example, how useful was the training programme with respect to the materials provided, activities organised, songs and rhymes conducted, on-site hands-on experiences provided, the effectiveness of resource persons, etc., and seek suggestions for improving the training programme.
- Select a training venue having a big hall with lightweight chairs for flexible seating arrangements to conduct small group or large group discussions and open space to conduct physical activities; with the provision of adequate training facilities like a projector, microphone, internet facility, board, duster, chart papers, colours, writing pads, pen, pencil, erasers, etc.
- Use participatory methods of training like small and large group discussions, demonstrations, role play, etc. The sessions must be supported by a variety of audio-video materials.
- To feel the core of the activities, select some activities from the handbook and demonstrate to the participants in a role-play situation, wherein the trainer acts as *Balvatika* teacher and the trainees are the students of *Balvatika* classroom.
- Use simple language so that the participants grasp the content well.
- Guide the teachers to plan enabling and stimulating learning environments where all children get a chance to flourish and learn happily. Help them in developing monthly, weekly, and daily plans/schedules catering to activities, covering all the domains for facilitating pedagogical processes in tune with the curricular goals and competencies and learning outcomes as mentioned in *NCF-FS 2022*. Collect and help them develop age and developmentally-appropriate, relevant learning-teaching material for all-round development including indigenous toys, stories, rhymes, etc., for each domain to lead towards holistic development. Demonstrate activities wherever needed, tell them what to observe and how to develop portfolios, and prepare holistic progress cards. Also suggest them ways to address the developmental delays and learning difficulties and involve parents and community in the smooth functioning of the *Balvatika* programme.
- Advocate teachers to observe the children who are not participating, hesitant, or have some kind of phobia, and make them understand that they should not force the child for any activity for which the child is not ready. In case a teacher observes a child having special needs, for example, if a child has health issues such as allergies, speech impairments, or difficulty in listening, they should inform the parents for appropriate intervention.

## **Learning-teaching Material for the Foundational Stage Developed as a Follow-up of NCF-FS 2022**

As a follow-up of *NCF-FS 2022*, efforts have been made to develop a variety of LTMs to support *Balvatikas* and preschools with play-based pedagogy. The syllabus developed, based on *NCF-FS* perspectives, has provided guidelines for the development of these materials including textbooks for Classes I and II. LTMs developed as a follow-up of *NCF-FS* includes a collection of variety of materials at one place, providing flexibility to trainers or teachers as per the need and context. This collection of material may be put into a bag or a shelf or in a box for easy accessibility. A collection of these material created by the NCERT includes toys, puppets, activity book, worksheets, flash cards, story cards, posters, manuals for the use of toys, teachers' guides, etc. These LTMs together lead to the holistic development of children. For this collection, NCERT has developed an activity book '*ANAND*' and '*UNMUKH — Trainers' Handbook for Balvatika*' along with toys for mathematics, flash cards, posters, etc.

# DEVELOPMENT TEAM

## ADVISOR

Dinesh Prasad Saklani, *Director*, NCERT, New Delhi

## GUIDANCE

Shashikala Wanjari, *Professor (Retd.) and Former VC*, SNDT Women's University, Mumbai (*Chairperson*, Syllabus and Learning-Teaching Material Development Committee)

Suniti Sanwal, *Professor and Head*, Department of Elementary Education, NCERT, New Delhi (*Member Convenor*, Syllabus and Learning-Teaching Material Development Committee)

## CONTRIBUTORS

Bharatbhai Dhokai, *Director*, Kutch Kalyan Sangh, Samarth Bharat, Kutch, Gujarat

Divyanshu Dave, *Founder Director* of Centre for Inner Excellence, *Former Director General* and *VC (In Charge)* of Children's University, Gandhinagar, Gujarat

Ganga Mahto, *Assistant Professor*, RIE, Bhopal, NCERT, New Delhi

Joby Balakrishnan, *Lower Primary School Teacher*, Government Lower Primary School, Mully, Attapady, Kerala

K. Mayuri, *Professor (Retd.)*, Human Development and Family Studies, College of Community Science, PJTSAU, Hyderabad, Telangana

Krishna Kumari, *CDPO (Retd.)*, Gurugram, Haryana

Madhavi Patwardhan, *President* Dhruv Educational and Research Foundation

Prachi Sathey, *Academic Consultant*, Mumbai

Prasad Bokil, *Associate Professor*, IDC School of Design, Indian Institute of Technology Bombay, Mumbai

R. Savitha, *Coordinator*, Samvit Research Foundation, Bengaluru

Reeta Sonawat, *Professor (Retd.) and Head*, Human Development, SNDT Women's University, Mumbai

Romila Soni, *Associate Professor*, Department of Elementary Education, NCERT, New Delhi

Uma A. Bapat, *Psychologist Faculty*, Jnana Prabodhini, Pune

## **REVIEWERS**

Amarendra Prasad Behera, *Professor and Joint Director*, CIET, NCERT, New Delhi

Bharti, *Professor*, CIET, NCERT, New Delhi

Chong V. Shimray, *Professor*, Department of Education in Science and Mathematics, NCERT, New Delhi

Jyotsna Tiwari, *Professor and Head*, Department of Gender Studies and Department of Education in Arts and Aesthetics, NCERT, New Delhi

Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi

KV Sridevi, *Assistant Professor*, Department of Curriculum Studies and Development, NCERT, New Delhi

## **MEMBER COORDINATOR**

Padma Yadav, *Professor*, Department of Elementary Education, NCERT, New Delhi

## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support provided by Dr. K. Kasturirangan, *Chairperson* of the NCF National Steering Committee and Mandate group, in the development of '*UNMUKH — Trainers' Handbook for Balvatika*'. The Council is also grateful to Professor Shashikala Wanjari, *Chairperson*, and the members of the Syllabus and Textbook Committee for providing constant support and guidance in the development of this handbook.

The NCERT is thankful to Swarna Gupta, *Associate Professor* (Retd.), NCERT; Achla Kukreti, *Principal* (Retd.), Navyug School, Delhi; Ashima Gupta, *TGT* (English) and Gourav Kumar, *Lecturer* (English), School of Excellence, Dwarka, New Delhi; Divya Gupta, *TGT* (English), SKV, Delhi; J.P. Benjwal, *Consultant* (Vigilance), NCTE, New Delhi; Vaishali, *Consultant* (contractual), Department of Curriculum Studies and Development, NCERT, for reviewing and editing the language of the content.

The Council gratefully acknowledges the efforts of Ilma Nasir, *Editor* (contractual); Chanchal Chauhan, *Assistant Editor* (contractual), C. Thangminlal Dounge, *Assistant Editor* (contractual) and Kahkasha, *Assistant Editor* (contractual), Publication Division, NCERT, for editing this handbook. The Council is thankful to Surender Kumar, *In charge*, DTP Cell, Publication Division, NCERT; Masihuddin, *DTP Operator* (contractual), Kishore Singhal, *DTP Operator* (contractual) and Bittu, *DTP Operator* (contractual), Department of Elementary Education, NCERT, for creating the layout of the handbook and giving this document a final shape.

The Council is grateful to Bhushan Shaligram, *Artist* (freelancer); Bharatheesha P., *Graphic Designer*, Rashtrotthana Parishat, Bengaluru and the artists and graphic designers of CIET for providing the illustrations for this handbook. The efforts of Anamika, *JPF* (contractual) and Chanchal Rani, *LDC* (contractual), Department of Elementary Education, NCERT, are being appreciated for providing support in the development of this handbook.



An Initiative of the Ministry of Education

*If you are stressed, anxious, worried,  
sad or confused about ....*



**Studies and Exams**



**Personal Relationships**



**Career Concerns**



**Peer Pressure**

**Seek Support of Counsellors**



**Call  
8448440632**

**National Toll-free  
Counselling Tele-Helpline  
8am to 8pm  
All days of the week**

**MANODARPAN**

Psychosocial Support for Mental Health & Well-being of Students  
during the COVID-19 Outbreak and beyond  
(An initiative by Ministry of Education, Government of India, as part  
of Atma Nirbhar Bharat Abhiyan)



[www.https://manodarpan.education.gov.in](https://manodarpan.education.gov.in)



# CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>About the Trainers' Handbook</i>	<i>vii</i>
<b>PART I: CURRICULUM AND PEDAGOGY FOR THE <i>BALVATIKA</i></b>	<b>1</b>
Chapter 1: Introduction to <i>Balvatika</i>	3
Chapter 2: Understanding the Learner	15
Chapter 3: Methods and Materials	21
Chapter 4: Planning and Organising Learning Activities	39
Chapter 5: Role of Teachers, Parents/Caregivers and Community	63
<b>PART II: SUGGESTIVE ACTIVITIES FOR <i>PANCHAKOSHIYA VIKAS</i></b>	<b>69</b>
Goals 1–3: <i>Annamaya Kosha</i> and <i>Pranamaya Kosha</i> (Physical and Motor Development)	71
Goals 4–6: <i>Manomaya Kosha</i> (Socio-Emotional and Ethical Development)	119
Goals 7–11: <i>Vigyanmaya Kosha</i> (Cognitive Development)	151
Goal 12: <i>Anandamaya Kosha</i> (Creative and Aesthetic Development)	245
Goal 13: Developing Positive Learning Habits	257

<b>Annexures</b>	<b>267</b>
<i>Annexure I</i> Domains, Curricular Goals and Competencies for <i>Balvatika</i>	267
<i>Annexure II</i> Making of Puppets (Toy-based Learning)	271
<i>Annexure III</i> Some Exemplar Activities with Rhymes and Songs	277
<i>Annexure IV</i> Theme based Learning Plan on ‘Transport’	285
<i>Annexure V</i> A Sample of a Day’s Schedule in <i>Balvatika</i>	290
<i>Annexure VI</i> Development of Foundational Literacy and Numeracy Skills	292
<i>Annexure VII</i> Capacity Building Programme	298
<i>Annexure VIII</i> Observation Schedule for <i>Balvatika</i> (Suggestive)	301
<i>Annexure IX</i> Holistic Progress Card (Exemplar) (BV-1)	302
<i>Annexure X</i> Holistic Progress Card (Exemplar) (BV-2)	306
<i>Annexure XI</i> Holistic Progress Card (Exemplar) (BV-3)	311
<i>References</i>	316

# Part I



## Curriculum and Pedagogy for the *Balvatika*



# INTRODUCTION TO BALVATIKA

The first eight years of a child's life, known as early childhood years, build a strong foundation for development, well-being, and lifelong learning. These early years of life are 'critical' in any child's lifespan since the rate of development is comparatively more rapid at this stage than any other stage of development. If the child does not get a stimulating psychosocial environment in these years, the chances of the brain developing to its full potential are considerably, and often irreversibly, reduced. Thus, for a large number of children from disadvantaged background who are 'at risk', good quality Early Childhood Care and Education (ECCE) has proven to be useful by providing more equitable opportunities, which benefit not only the school performance of children but also have an impact on lifelong learning and development.

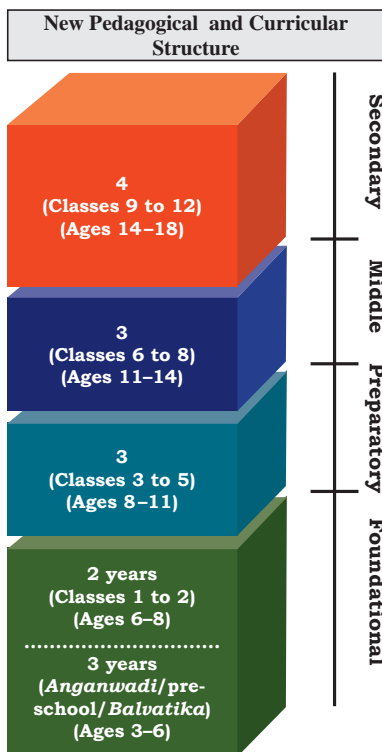
The Government of India released the *National Education Policy (NEP)* in July 2020 giving ECCE high priority. The policy has acknowledged the need for strong investments in ECCE with a target to ensure that all children entering Grade I are school-ready. The structure of school education has been changed to reflect this importance.

## Highlights of NEP 2020

- The NEP 2020 mentions that every child at foundational stage (3 to 8 years old) must have access to free, safe, high quality and developmentally appropriate Early Childhood Care and Education (ECCE).
- Over 85 per cent of a child's cumulative brain development occurs prior to the age of six, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. ECCE provides the opportunity for stimulating brain development leading to holistic development (physical, motor, cognitive, language, creative and aesthetic, socio-emotional) and lifelong learning. Experiences of ECCE should be extended to Classes I and II to maintain the continuum.

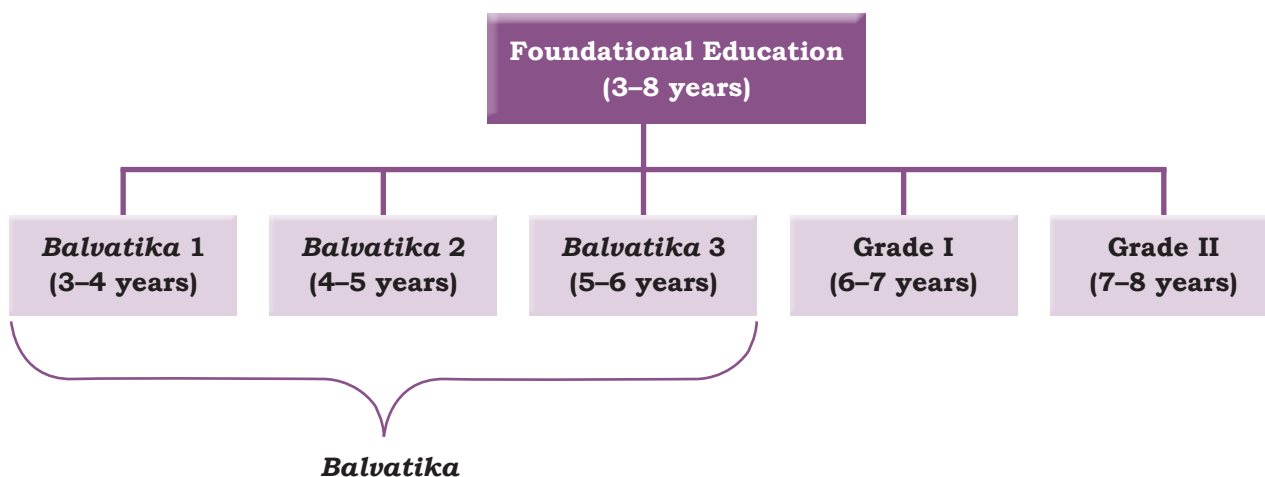
## Policies Impacting ECCE

- National Policy of Education 1986/ Programme of Action 1992
- National Curriculum Framework 2005
- National Early Childhood Care and Education Policy, 2013
- Sustainable Development Goals (Target 4.2)
- National Education Policy 2020



- The *NEP 2020* recommends flexible, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other forms of visual art, craft, drama and puppetry, music and movement for ECCE. It also includes a focus on developing social capacities, sensitivity, good behaviour, ethics, personal and public cleanliness, teamwork, and cooperation.
- The vision of the policy is to instil among learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

In the new 5+3+3+4 structure by *NEP 2020*, a strong base of Early Childhood Care and Education (ECCE) from the age of three years is included, which is aimed at promoting overall learning, development, and well-being. The *NEP 2020* proposes three years of *Anganwadi/Preschool/Balvatika* for 3 to 6 years age group before Class I.



### WHAT IS *BALVATIKA*?

*Balvatika* is defined as any setting imparting preschool education for children between 3–6 years referred by any of the nomenclatures such as *anganwadi*, *balwadi*, nursery, preschool, preparatory, pre-primary, LKG, UKG, etc.

In India, preschool education is provided by all the three sectors, i.e., government sector, private sector and NGOs. In the government sector, it is mainly provided through Integrated Child Development Services (ICDS) centres known as *anganwadis*. There are many private preschools which are generally unregulated and some NGOs that provide preschool education for the social welfare of children coming from marginalised and disadvantaged sections.

Emphasising the importance of early childhood education, *NEP 2020* points out that the overall aim of ECCE is to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

### SIGNIFICANCE OF *BALVATIKA*

Development of the young child is essentially a process of unfolding of the child's inherent potential to learn and to acquire knowledge. Therefore, preschool education or *Balvatika* has a significant role. It provides a stimulating environment so that children can experience a variety of objects, places and opportunities for meaningful and enriching interaction with adults and others in their peer group.

*Balvatika* provides holistic development opportunities by providing experiences for cognitive, language, physical, social and emotional development. It helps children build a strong foundation for primary education, i.e., it prepares them with the necessary basic concepts and skills required for later learning in school.

It helps children develop other competencies too like getting along with other children, following a day's schedule, learning to sit and concentrate on an activity thus, widening their attention span. All these competencies help children in adjusting in the first few years of primary school, leading to reduction in the number of dropouts and improving retention at the primary level.

### DEVELOPMENT OF CHILD: INDIAN CONTEXT

India possesses a rich range of traditions and practices for stimulating all-round development, including developing values and social capacities in young children. Childhood experiences vary considerably across India with factors such as religion, caste and class, gender, and location. Every child has the right to life, survival, development, education, protection and participation; mental, emotional, cognitive, social and cultural development of the child is to be addressed in totality.

#### Indian Thinkers

Gandhi, Tagore, Gijubhai Badekha, and Tarabai Modak were the most prominent Indians to conceptualise a child-centred approach to the care and education of young children.

#### Aims and Objectives of *Balvatika*

To attain the optimal outcomes in the domain of:

- Physical and motor development
- Cognitive development
- Socio-emotional-ethical development
- Creative and aesthetic development
- Language and literacy development

“The Indian vision of education has been broad and deep including the idea that education must foster both inner and external development. Learning about the external world should be in consonance with learning about one's inner reality and self.”

—*NCF-FS 2022*

## NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE 2022

Government of India launched the first ever integrated Curriculum Framework for children between ages 3 to 8 years in India on 20 October, 2022. NCF-FS has laid emphasis on *Panchakosha Vikas* (Five-fold Development). The description of *Panchakosha* in the *Taittiriya Upanishad*, is one of the earliest articulations of the different domains of the development of human beings. The *Panchakoshas* remain relevant even today along with the modern understanding that has emerged through the given fields: Developmental Biology, Psychology and Cognitive Neurosciences.

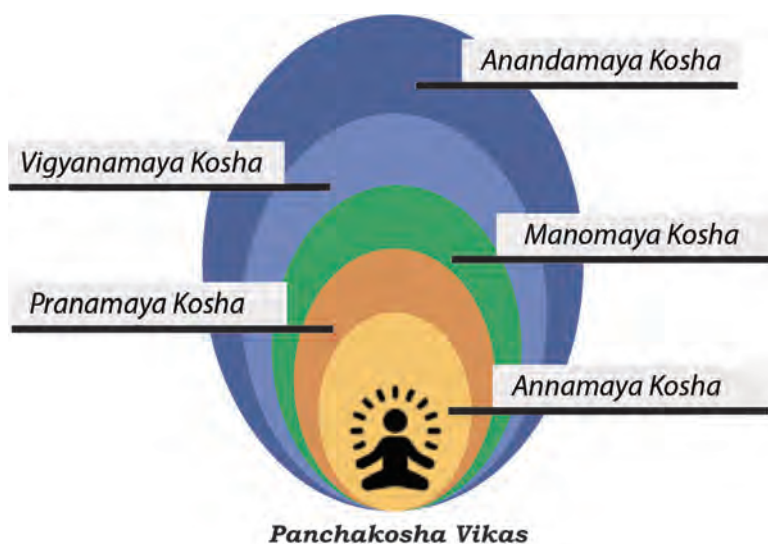
### PANCHAKOSHA VIKAS AND ITS RELEVANCE

The early years of a child's life have been deeply valued across the cultural landscape of India (Bharat). The *Bharatiya* vision of education has been very broad and deep, in fact all-pervasive, based on the idea that education must foster both inner and outer development of an individual. Development of the external world must be in consonance with the development of the internal world. In this context, the terms 'internal' and 'external' refer to the 'subtle/inner self' and 'outer self' respectively.

Advancement in physical science, particularly physics and life sciences suggest that life is more subtle and complex than it looks. All life forms are a continuum of different levels of consciousness and energies. The consciousness finds its full expression as human beings.

In human beings, too, there are five different levels of consciousness through which 'soul (pure consciousness) expresses itself. These are: (i) *Annamaya Kosha* (physical level), (ii) *Pranamaya Kosha* (vital level), (iii) *Manomaya Kosha* (thinking at emotional, social and ethical level), (iv) *Vigyanamaya Kosha* (thinking at analytical level), and (v) *Anandamaya Kosha* (happiness/compassion/bliss level).

At the same time, the physical body is formed by five gross elements (*panchamahabhuta*) namely, *akash* (ether), *vayu* (air), *agni* (fire), *jal* (water) and *prithvi* (earth). This is in order 'from subtle to gross'. The child is a whole being with *panchakoshas*





or five sheaths and *panchamahabhutas*. Let us understand about each of these five *koshas* in detail:

**(i) Annamaya Kosha:** The term itself means the layer/sheath (*kosha*) dependent on food (*anna*); it is the physical body, all limbs and internal organs. The physical body is nourished by food. So, the learning related to food and nutrition belongs to this aspect. It also encompasses healthy habits and routine including hygiene, physical well-being and exercise.

*Annamaya Kosha:*  
Focuses on the physical development of the child.

**(ii) Pranamaya Kosha:** It is a more subtle aspect of physical body (*annamaya kosha*). Because of its function it is called the vital or, energy level. *Prana* governs all physiological processes from digestion to secretion of hormones. It is a more powerful level that operates all systems of human body such as digestion of food, sleep, vigour, vitality, power, enthusiasm and reproduction. *Prana* physically operates through breathing. Balanced and deep breathing helps control the *pranamaya kosha*. Such balance and *prana* makes children more energetic, enthusiastic, and help enrich *pranamaya kosha*.

*Pranamaya Kosha:*  
Provides vital energy required for smooth functioning for the various systems of the body.

**(iii) Manomaya Kosha:** A more subtle level than *pranamaya kosha* is *manomaya kosha*, or the thinking level. It encompasses all emotional thinking along with social and ethical thoughts. This dimension is very fickle and easily mutable. As it is subtler than *prana* and capable of controlling *prana*. The fact that our emotions have a deep effect on our breathing pattern, *manomaya kosha* is easily observed in our daily life. Learning how to manage our thoughts and thinking must be a substantial part of any educational system. It is said that mind is a very good servant, but a very bad master. In order to make one's mind their servant, one must train it and give it right (proper) direction. Mindfulness, sitting still, observing own breath, focusing on a certain point, silence, concentration, etc., are important processes to learn how to develop *manomaya kosha*.

*Manomaya Kosha:*  
Addresses the feeling realm and fosters the understanding of relationships.

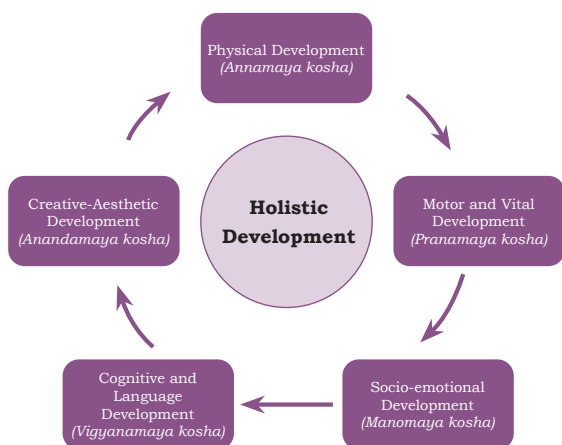
**(iv) Vigyanamaya Kosha:** Along with a physical body, vital energy and thinking (mind) human beings are gifted with a more subtle power, known as, intellect, or analytical thinking. It helps a person understand and assimilate complex things. Intellect accelerates learning processes. The cultivation of intellect is one of the aims of education. In order to re-construct a knowledge-centred society, it is mandatory to focus on the development of *vigyanamaya kosha*. The great power of discretion, all pervading wisdom and ability to unlock great secrets of nature belong to the dimension of *vigyanamaya kosha*. These are the assets of humanity that need to be explored through education.

*Vigyanamaya Kosha:*  
Facilitates the development of the intellect, decision making and ability to differentiate.

**Anandamaya Kosha:**  
Connects us to the spiritual realm.

Analytical, critical, and creative thinking also belong to this domain. Also, linguistic aspects of language, numeracy and mathematical and logical processes belong to *vigyanamaya kosha*. In order to develop this *kosha*, activities based on the logical processes must be inculcated in learning.

**(v) Anandamaya Kosha:** *Ananda* is the condition of unconditional happiness/bliss (*nirmal anand*). It is the innermost core element of our being or, consciousness. *Anandamaya kosha* is an innate property of a new-born child. It is the original form of consciousness. An infant is unconditionally happy. Being the innermost core of our personality, whatever touches here, becomes permanent. In order to make learning permanent and long-lasting it must be bliss-centric and joyful. The development of the *koshas* is an ongoing process which leads to manifestation of *anandamaya kosha*.



## WHAT TO PROVIDE IN *BALVATIKA*?

The aim of ECCE is holistic development of a child (*panchakoshiya vikas*). For holistic development to take place, it is necessary to impart stimulating experiences to children in all the domains of development (*koshas*) right from the early childhood stage.

All these domains are interrelated and interdependent and create several learning opportunities for holistic development of children. All the domains need to be addressed equally.

## CURRICULUM FOR *BALVATIKA*

The curriculum for *Balvatika* revolves around the domains of development (*koshas*). The curricular goals for *Balvatika* have been drawn from the vision of *NEP 2020*.

The *NCF-FS* articulates five domains (physical development, socio-emotional and ethical development, cognitive development, language and literacy, aesthetic and cultural development), 13 curricular goals with positive learning habits as additional goal, with each goal being further translated into competencies, and each competency into learning outcomes for 3–8 years in continuum. The curricular goals, competencies and learning outcomes are all interrelated and interdependent.

## CURRICULAR GOALS

The curricular goals and competencies in *Balvatika* aim at holistic development of children. Teachers are expected to ensure that each concept or skill is addressed in a variety of ways during the

Curricular goals guide the activities for *Balvatika* to build knowledge and skills of children. There are 13 curricular goals for *Balvatika* as per *NCF-FS 2022* (refer Table no. 1).

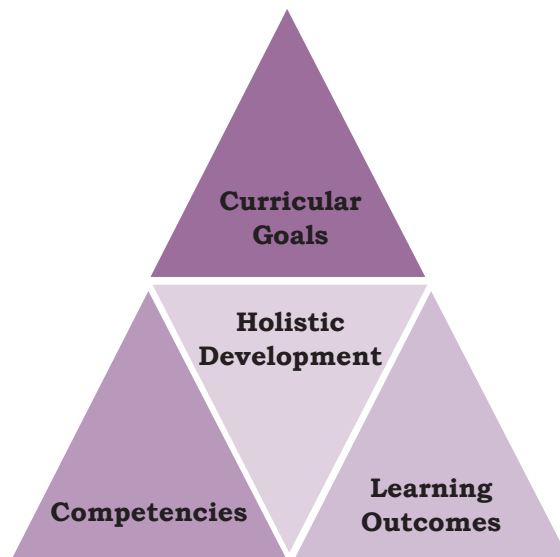
transaction of the curriculum. Opportunities have to be provided to children to construct their learning by exploration, investigation, problem-solving and critical thinking, thus, achieving the learning outcomes given in *NCF-FS 2022*. Teachers need to align the activities, experiences, content and pedagogy in order to achieve the learning outcomes.

### COMPETENCIES

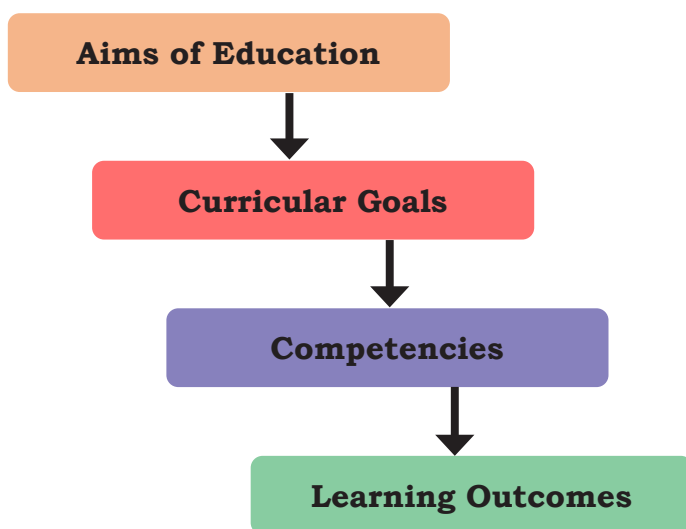
The competencies are learning achievements that are expected to be attained by children by the end of a stage. Competencies for each of the curricular goals are expected to be achieved to ensure that all children receive appropriate learning opportunities for reaching their curricular goal. When competency is achieved, it means that a child is making progress in curriculum. (refer Annexure I to understand domains, curricular goals and competencies for *Balvatika*)

### LEARNING OUTCOMES

The learning outcomes are the expected outcomes to be achieved by the end of activities. These are observable and measurable. Learning outcomes have been defined in *NCF-FS 2022* for *Balvatika*. Learning outcomes help in planning and organising the content, deciding the pedagogy, and conducting assessment for achieving curricular goals. The outcomes of *Balvatika* can be achieved through an accessible, clear and well aligned pedagogy.



Holistic development of the child is attained through curricular goals, competencies and learning outcomes and all are interrelated.



The curriculum addresses all the domains of development through the following curricular goals

**Table 1: Curricular Goals for *Balvatika***

<b>Domains</b>	<b>Curricular Goals</b>
<i>Annamaya kosha</i> and <i>Pranamaya kosha</i> (Physical Motor Development)	CG-1 Children develop habits that keep them healthy and safe CG-2 Children develop sharpness in sensorial perceptions CG-3 Children develop a fit and flexible body
<i>Manomaya kosha</i> (Socio-emotional and Ethical Development)	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms CG-5 Children develop a positive attitude towards productive work and service or 'Seva' CG-6 Children develop a positive regard for the natural environment around them
<i>Vigyanmaya kosha</i> (Cognitive Development)	CG-7 Children make sense of the world around them through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures CG-9 Children develop effective communication skills for day-to-day interactions in two languages CG-10 Children develop fluency in reading and writing in language 1 CG-11 Children begin to read and write in Language 2
<i>Anandamaya kosha</i> (Creative and Aesthetic Development)	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
<b>In addition to the above curricular goals, Positive Learning Habits is another relevant goal</b>	
Positive Learning Habits	CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

**Note:**

Suggestive Activities for all the curricular goals and competencies have been given in Part II of this handbook for reference and use in *Balvatika*.

Following are the competencies for each domain of development that needs to be developed to achieve the Curricular Goals and Learning Outcomes for *Balvatika* 1, 2 and 3.

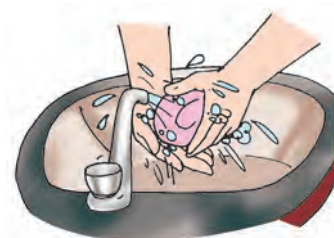
- **Physical development, or *annamaya kosha* and *pranamaya kosha*** understood together, includes bodily awareness and learning through active engagement of all the sensorial perceptions.

Competencies to develop physical motor development include: Decision-making and problem solving; Development of healthy habits, hygiene, sanitation and awareness for self-protection; Sensory development opportunities for taste, smell, sight, sound and touch; Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking); Fine motor skills and eye-hand coordination (threading, tearing, pasting, scribbling, drawing, colouring, printing, moulding, paper folding, etc.) for strengthening both large and fine muscles and developing eye-hand coordination.



- **Socio-emotional and ethical development or the *manomaya kosha*** involves becoming aware of one's emotions and skilfully regulating them. The domain of socio-emotional and ethical development, thus emerges as an important domain of development from the point of view of Indian traditions and as per research.

Competencies to develop *manomaya kosha* include: Awareness of self and others; Development of positive self-concept; self-regulation; development of pro-social behaviour like caring, sharing, collaboration, compassion, and respect for other's feelings and rights; Development of good habits, taking initiatives, involvement in activities; Development of sense of security and trust; Ability to control one's behaviour and emotions in a socially approved manner, perseverance, independence and leadership; development of an attitude of empathy and humanity towards old people, people with special needs and disabilities, etc.; Sense of duties and responsibilities; Care and nurturance of the environment, plants, animals, birds, etc., for becoming a good human and citizen of the country.



- **Cognitive development or *vigyanmaya kosha*** is emphasised to engage meaningfully with the cognitive and conscious aspects of human experience. **Competencies to develop *vigyanmaya kosha* (cognitive development) include:**

<b>Sensory Development</b>	<ul style="list-style-type: none"> <li>• Sight</li> <li>• Sound</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul>
<b>Cognitive Skills</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Memory</li> <li>• Matching Patterns</li> <li>• Classification</li> <li>• Sequential Thinking</li> <li>• Exploration</li> <li>• Curiosity</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Reasoning</li> <li>• Experimentation</li> <li>• Creative Thinking</li> </ul>
<b>Concept Formation</b>	<p>Concept of colours : Concept of shapes</p> <p><b>Pre-number concepts</b></p> <ul style="list-style-type: none"> <li>• Concept of size (big/small)</li> <li>• Concept of length (long/short)</li> <li>• Concept of weight (heavy/light)</li> <li>• Concept of thickness (thick/thin)</li> <li>• Concept of width (wide/narrow)</li> <li>• Concept of mass/quantity</li> <li>• Concept of distance (far/near)</li> <li>• Concept of space, concept of time</li> <li>• Concept of temperature</li> <li>• Concepts related to environment</li> <li>• Biological (animals, fruits, vegetables, food)</li> <li>• Physical (water, air, season, sun, moon, day and night)</li> <li>• Social (myself, family, transport, festival, community helpers, etc.)</li> </ul>
<b>Mathematical Skills</b>	<p><b>Developing Number Sense</b></p> <ul style="list-style-type: none"> <li>• One-to-one correspondence</li> <li>• Number-object relationship</li> <li>• Count and tell how many</li> <li>• Numeral recognition</li> <li>• Sense of order (can count numbers up to 20)</li> </ul>
<b>Language and Literacy skills</b>	<p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>• Attention span and listening</li> <li>• Creative self expression and conversation</li> <li>• Language and creative thinking</li> <li>• Vocabulary</li> </ul> <p><b>Emergent Reading</b></p> <ul style="list-style-type: none"> <li>• Print awareness and meaning making</li> <li>• Bonding with books</li> <li>• Directionality</li> <li>• Pretend reading</li> <li>• Phonological awareness</li> <li>• Letter perception/recognition</li> </ul> <p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>• Eye hand coordination, use of appropriate tools</li> <li>• Mark making/Scribbling</li> <li>• Creative self-expression through scribbling/ drawing</li> </ul> <p><b>Exposure to second language</b></p>
<b>Use of Technology</b>	Listening, Observation, Creative Expression, Concept formation and so on

- **Anandamaya kosha** is best addressed for 3 to 6 years of age group children through arts and culture. Thus, including the domain of aesthetic and cultural development in child development, *Balvatika* makes the educational experience holistic and complete.



Competencies to develop *anandamaya kosha* include:

Development of creative expression through art and craft, drawing, colouring, painting, creative movement (rhythmic movement, role play, dramatisation, music and movement); Sensitivity towards colour and beauty in the environment; Development of creative thinking (open-ended questions, make-believe play, creative rhymes, stories, nature walk, class displays, etc.) for appreciating beauty, happiness, and self-satisfaction.



- In addition to the above Curricular Goals based on the domains of development, 'Developing Positive Learning Habits' is another relevant goal for the Foundational Stage.



Competencies for developing positive learning habits include, habit formation like regular attendance, punctuality, participation and involvement in class activities, waiting for one's turn, respecting rights of others, listening to others, respecting others' point of view, taking leadership, completing the task on time (persistence on task), learning to learn, etc.



**Note:**

- Domains, curricular goals and competencies for *Balvatika* as per *NCF-FS 2022* is given in *Annexure I* for enhanced understanding.
- Trainers and teachers of *Balvatika*, both need to familiarise themselves with the Domains, Curricular Goals, Competencies and Learning Outcomes for successful implementation of the *Balvatika* Programme.



# UNDERSTANDING THE LEARNER

## WHO IS THE LEARNER?

Learning begins in the mother's womb, well before birth itself. The child is known to be rich in potential and capable of constructing one's own learning. By the time children are three years old, they start developing control over bodily movements; they can walk, talk, eat on their own, and can also pick small things. They start exploring their immediate environment. They start socialising with other children and adults, imitate and make use of language and actions to communicate their needs, likes and dislikes. They begin to demonstrate greater autonomy and capacity to bear separation anxiety.

By the age of four, children begin to demonstrate higher level of maturity and readiness for play-based learning experiences and opportunities for all-round development, within a protective and secure environment. They are extremely curious and eager to learn, and can even learn more than one language easily in oral form, if immersed in a language environment.

They wonder, question, explore, try-out, discover to make sense of the world around them. By acting on their curiosity, they continue to discover and learn more. They respond spontaneously to music, rhyme and rhythm. They demonstrate considerable verbal ability and begin to read, write and reason out things.

Children between 3 to 6 years of age need play-based learning opportunities for language, cognitive, socio-emotional, physical and motor development and for the development of creative and aesthetic abilities.

## HOW CHILDREN LEARN?

Every child has an innate ability to learn new things from the environment. Children learn best through activity and play. They learn through concrete objects, first hand experiences involving manipulation, through exploration and experimentation and based on their existing knowledge and experience their thinking and reasoning skills develop over time. Through this continuous process of thought and reflection, children

### Children are

- Curious
- Active
- Competent
- Constructors of their own learning
- Interested in learning
- Intrinsically motivated
- Selfless

### Children can learn by

- Observing and modelling
- Playing
- Hands-on experience
- Manipulating
- Exploring
- Experimenting
- Repeating
- Imitating

deepen their understanding about the world. Being interested, motivated and engaged in learning is important for children once they start preschool/*Balvatika*.

### **Children learn through playful learning experiences**



- Play is central to children’s learning. Play is a medium through which children explore their environment and make meaning of the world.
- Children use their senses to explore the physical and social worlds around them, through which they refine their senses and construct knowledge about people, places and things.

### **Children learn through responsive and supportive interactions**

- Children learn through having interactions with their parents, families, caregivers, teachers, and communities. As a result of these nurturing relationships, they grow up as optimistic, curious, and communicative individuals.
- Children develop higher order thinking skills and values when they are encouraged to reflect, predict, question and test their hypothesis.

### **Children learn through various forms of arts, music and movement**

- Art, music, dance and drama help promote children’s imagination and creativity.
- Art, music and movement offer opportunities for children to express, explore, improvise by themselves and engage in problem-solving, creative thinking and application of knowledge.
- Art and music provide opportunities to children for expressing feelings and spending excessive energy.

### **Children learn through routines and transitions**

- Following a daily, routine or a schedule in the classroom and at home helps children anticipate the forth-coming events. This predictability gives children a sense of control over what they can/cannot do during different parts of the day.
- Transitions happen in between the scheduled routines of the day (when there is change in activities, location, i.e., indoors or outdoors or sometimes teachers change due to some reasons) and this must be seamless. These transitions bring in novelty, ample opportunity to learn new things and renewed enthusiasm in children.

## Children learn through their immediate environment

- Children explore their environment through their senses; they are naturally curious and need the opportunities to explore, experiment, manipulate, create, and learn about the world around them.
- Children's thinking evolves as they build an understanding of people, objects and real-life situations through first-hand experiences.
- Children bring their own ideas, interests, and beliefs based on their own experiences and cultural settings as well as their own developmental abilities.



### **VARK learning (Visual, Auditory, Read/write, and Kinesthetic learning styles)**

Visual learners prefer pictures, models, real life objects, films and as they grow older, they tend to use diagrams, flow charts, graphs for learning and so on. Understanding concepts using visual aids is comfortable for visual learners.

Auditory learners tend to enjoy listening; they prefer discussions, teacher-led talks, music, poems, listening to stories, and the audio aspects of films. As they grow older, they enjoy learning through audio lessons and lectures.

Read/write learners prefer printed material, such as picture reading, story reading, textbooks, workbooks, and so on. As they grow older, they prefer lectures, reading material, writing assignments, lecture notes and so on.

Kinesthetic learners enjoy a combination of senses, such as life experiences, simulated actions, role play, field trips, exhibits, real-life examples, and so on.



## UNDERSTANDING INDIVIDUAL DIFFERENCES AMONG LEARNERS

Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at their own pace. Individual differences can be seen in the physical stature, needs, interests, skills, cognitive abilities, learning styles and abilities, socio-emotional maturation, personality differences in behaviours, aptitudes, attitudes, values and ethical orientations in each child. Individual differences happen due to many reasons such as sex, heredity, birth processes, socio-economic status, life opportunities and adverse life experiences. Teachers must acquaint themselves about children's individual differences during the learning-teaching processes.

## Differentiated Instruction



Individualising the learning-teaching process according to the individual needs of children, the content, methods of learning, material, and assessment may be different for different children. Though it is difficult in a large class but can be done with proper planning. For this, observe the children carefully and gather as much information as possible about them (e.g., how they interact with each other, why they choose to play a particular game, what kind of conversations they have, how they work with material, how they use oral language and their response to the written word) and then plan differentiated instruction. e.g.: while planning a session about butterflies, a storybook could be used on butterflies for one group of children, a small audio-visual clip for another, an interesting butterfly puzzle for a third group and a butterfly model for a fourth.

### Learning-teaching Material to be used for differentiated instruction

- Flash cards
- Flip charts
- Puppets\*
- Masks
- Models (diorama)



\*(i) Recycled story aids such as ice cream stick puppets, plastic bottles, CDs, curtain rods, etc., can be used.  
(ii) Different types of puppets like finger puppets, stick puppets, rod puppets, glove puppets, sock puppets, shadow puppets, string puppets, paper bag puppets can be used. Examples of some puppets are shown in Annexure II.

While teachers are learning how children learn, they must also keep in mind the developmentally appropriate practices.

## Developmentally Appropriate Practices (DAP)

Developmentally Appropriate Practices help teachers make decisions about curriculum, materials, activities, methodologies as well as assessment. Developmentally appropriate practices are age-appropriate, developmentally appropriate and appropriate to socio-cultural context.

### Age appropriate

Activities that are suitable for children of the same chronological age or level of maturity

### Developmentally appropriate

Methods that promote each child's optimal development and learning

### Appropriate to the socio-cultural context

Socio-cultural context includes traditions, habits, patterns and beliefs present in a population

## PRINCIPLES OF CHILD DEVELOPMENT AND LEARNING

## NOTES

The teachers must consider the following principles while implementing *Balvatika* programme. These principles are a guide to understand both development and learning requirements of children.

- Early years of child's life are acknowledged to be the most critical years for lifelong development. Research in the area of neuroscience, and more particularly on the brain, has clearly provided evidence in the last decade of 'critical periods' located within these early years of life for synaptic connections in the brain and full development of the brain's potential.
- Development and learning are dynamic processes based on the combined effects of child's biological traits and the environment they are raised in, both being interrelated. While genetics plays an important role in the way a brain is structured, it is often a child's early experiences that are crucial in determining how the brain will eventually be shaped.
- All domains of child development as well as approaches to learning must have equal importance; they affect and are affected by each other.
- Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at one's own pace. The differences may occur due to various factors, viz. hereditary factors, socio-economic conditions, urban-rural differences, quality of experiences or lack of it, customs and traditions, etc.
- Each child has their own learning style.
- Children do not benefit through rote learning but through active exploration and manipulation of their environment. Play and activity thus form the best media for their learning.
- Use of toys and materials (low-cost, indigenous, no-cost material) enhances learning opportunities.
- Children's learning is enhanced when they are engaged in interactive processes. They gain a great deal cognitively as well as socially in the course of interacting with each other, with adults and with aspects of their environment.
- Children learn through the relationships they have with their parents, families, caregivers, teachers and communities. Nurturing relationships help children become secure, confident, curious, and communicative. These relationships and interactions help children learn how to control their emotions and relate to others in socially appropriate ways.

## NOTES

- A conducive environment where children sense belongingness, feel like they have a purpose and freedom to act, increases motivation to learn.
- Pedagogical processes should be selected in such a way that the concepts and subjects can be learnt in an integrated manner.
- Development and learning are enhanced when children are given challenging opportunities, just beyond their current capacity and opportunities to practice new skills.
- Mother tongue or home language should be the medium of instruction. Teaching through children's mother tongue or home language, is also internationally recognised as the most appropriate way of working with children in the early years of concept formation. In case, there are more than one language as mother tongue, teachers may allow as many languages as are in the classroom to be used for expression while gradually exposing the child to school language. There is a need to provide all children with an exposure to Indian sign language. It helps to lay the foundation for inclusion.
- Technology and interactive media can be valuable tools in the learning process when used appropriately.
- Involvement of parents and family contributes to the learning and development of children. The *Balvatika* programme recommends participation and involvement of families in preschools/schools as well as at home.



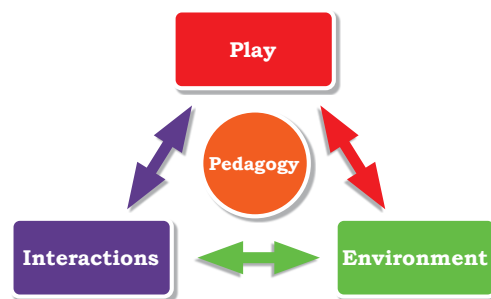
# METHODS AND MATERIALS

The teacher in *Balvatika* must provide learning experiences in a concrete form through play activities so that the children become active participants and not passive recipients in the learning process.

## PEDAGOGY IN *BALVATIKA*

The pedagogy in *Balvatika* should be play and activity-based. Children learn by playing. They interact with adults, siblings and peers in the family and neighbourhood. They use the material and objects in the environment and acquire knowledge through them.

Through play children express their ideas and feelings. Play helps them to explore and understand the world around them and it helps in building social relations. Through play, children demonstrate what they are learning, what they are interested in, and what they are concerned about. When children are engaged in play activities, their senses develop, language skills are enhanced and creativity unfolds. Therefore play becomes an effective medium for imparting early childhood education.



- Pedagogy in *Balvatika* must embrace age and developmentally appropriate practices.
- The pedagogy should focus on the development of learning processes such as observation, experimentation, problem-solving and creativity in children while also catering to the promotion of their physical, language and social skills.
- Pedagogy used by teachers should be such that it facilitates individual attention and continuous assessment of each child.
- Assessment should be an integral part of pedagogy. Observing children in group and individual activities provides immediate and accurate feedback to the teacher.

The focus should be on helping children learn 'how to learn'. Pedagogy in ECCE must encourage the ability to listen, speak, and write with confidence. Over the time, learning-teaching process must encourage higher order thinking, questioning and communication skills. All efforts should focus on developing children as 21st century learners.

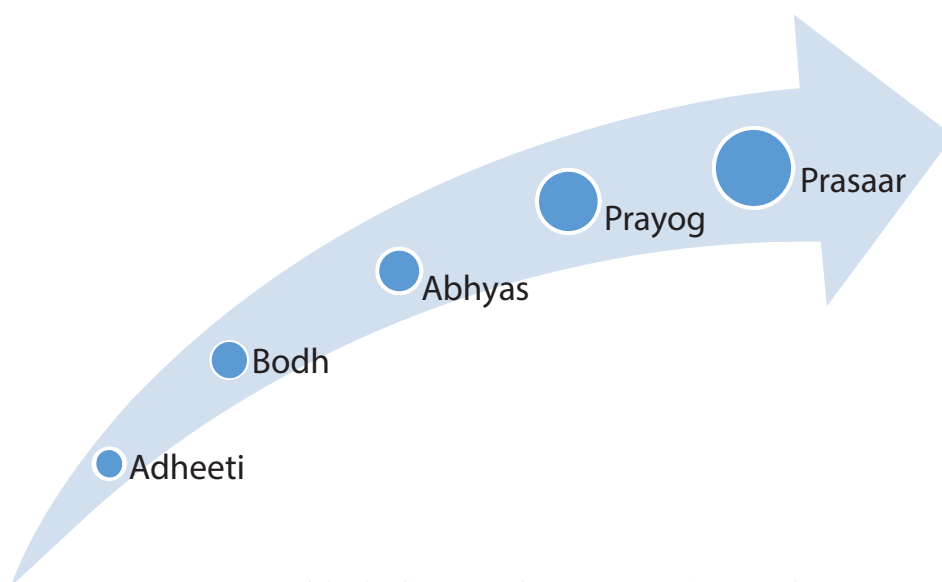
## METHODS OF TEACHING

Teaching is performed with an intention of enhancing learning in children.

### **Panchpadi: A five step process**

*Panchpadi* is our traditional understanding of how a learner grasps and assimilates knowledge; and how a learner uses and propagates knowledge.

<b>Panchpadi</b>		
1.	<b>Adheeti (Introduction)</b>	Teacher introduces a new concept/topic by establishing a connection with child's prior knowledge.
2.	<b>Bodh (Conceptual understanding)</b>	Children try to understand core concepts, through various activities.
3.	<b>Abhyas (Practice)</b>	Children engage in various activities to strengthen their understanding of the concepts.
4.	<b>Prayog (Application)</b>	Children apply the acquired understanding in their everyday life.
5.	<b>Prasaar (Expansion)</b>	Children spread the acquired understanding through conversations, songs, stories, games, reading books and so on to others.



This indicates the progressive involvement of child's learning from introduction to a concept to finally being capable of utilising the concept in varied situations.



**Example 1: Activity on fruits**

<b>Adheeti (Introduction)</b>	Use live models, picture cards, charts and talk to children about fruits, their characteristics such as shape, colour, smell, taste and the way they are consumed.
<b>Bodh (Conceptual understanding)</b>	Discuss details on the ways in which fruits differ from one another on size, shape, seeds, plants/trees they come from, differences in tastes, their uses, etc.
<b>Abhyas (Practice)</b>	Children practice drawing, painting, singing rhymes, listen to stories and have guided conversations on fruits repeatedly.
<b>Prayog (Application)</b>	Children with the help of teacher cut and eat fruits, make fruit salad, use fruits in other food items repeatedly.
<b>Prasaar (Expansion)</b>	Children talk about, explain what they understood about fruits, differentiate different fruits, and explain to peers, parents.

**Example 2: Activity on making rangoli**

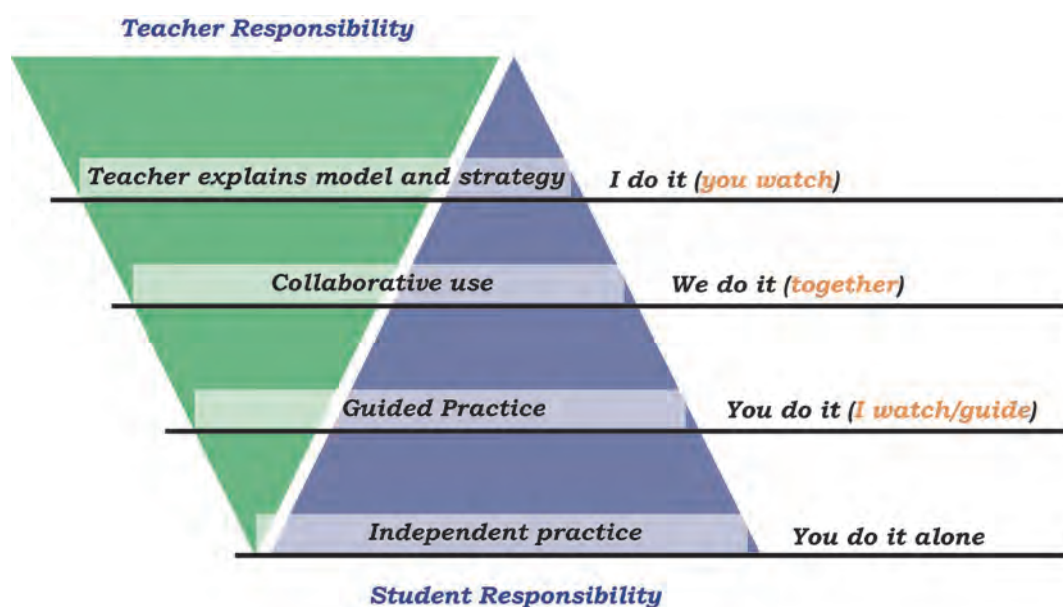
<b>Adheeti (Introduction)</b>	Demonstration by teacher on how to make <i>rangoli</i> . Helps children to understand what material is used in making <i>rangoli</i> like chalk, powder colours, containers and so on. Children will observe and understand the manner and materials of making <i>rangoli</i> .
<b>Bodh (Conceptual understanding)</b>	Children will try to make <i>rangoli</i> . They will understand the process by drawing and then filling with colours. This gives conceptual understanding of shapes and colours.
<b>Abhyas (Practice)</b>	Children repeat the activity after understanding and practice by making it on door fronts, pooja room front and on papers, also remember the material to be used.
<b>Prayog (Application)</b>	Make use of <i>rangoli</i> making skills in other situations, like drawings on paper; making of wall hangings with <i>rangoli</i> design; designing interior spaces like pooja room with <i>rangoli</i> .
<b>Prasaar (Expansion)</b>	Children demonstrate <i>rangoli</i> making to peers and family members.

### **Other considerations for helping children learn: scaffolding and gradual release of responsibility**

Scaffolding refers to providing support, structure, and guidance during instruction. It can be provided through a 'Gradual Release of Responsibility' (GRR) where first, teachers model or explain ideas or skills; after which children and teachers work together on the same ideas and skills where the teacher provides guided support; and finally, children practice individually and independently.

### **Scaffolding and gradual release of responsibility**

Activities can be planned and designed to follow Gradual Release of Responsibility



### **Process of Gradual Release of Responsibility**

Step 1: I do — The teacher demonstrates/explains/models the main ideas or skills

Step 2: We do — The teachers and children work together on the ideas or skills

Step 3: You do — The children practice or work on the ideas or skills independently

#### **Note:**

Teachers may choose as per their context what works best for them and make their learning plans for *Balvatika* children accordingly.

## PEDAGOGICAL APPROACHES

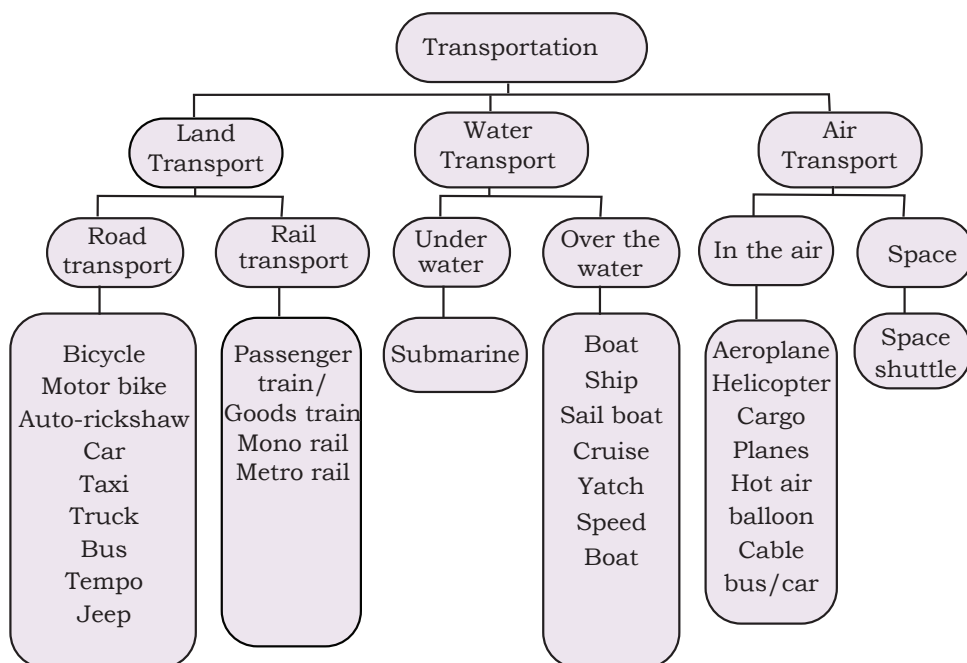
There are many pedagogical approaches used in ECCE, based on the nature of the topic, and the level of the learner: theme-based approach, project-based approach, play-based approach and activity-based approach can be used.

### Thematic Approach

Children’s learning occurs in an integrated and holistic manner and is not compartmentalised into mathematics, language or environmental studies. The ‘thematic approach’ or an ‘integrated approach’ provides the possibilities to integrate all subjects and organise activities across all developmental domains. Teachers decide age- appropriate themes such as myself, family, plants, animals, transport, birds, etc., and plan the activities around those themes to facilitate learning. Teachers use stories, rhymes, guided conversation, games, dramatisation, role play, etc., to build the concepts and make learning play and activity based.

An example of the theme on transportation is given below. It could be spread over a duration of 1 month with various sub-themes such as types of transportation, uses of transportation, etc., each covered in detail over a one-week period. Similar plans can be prepared by teachers right in the beginning of the academic year, so that carrying out activities using this approach for certain concepts is facilitated.

#### Example of a Theme on ‘Transportation’



#### To help children learn better, use the following:

- Conversation (free and guided)
- Storytelling
- Toys (indigenous, local and contextual)
- Songs and rhymes
- Music and movement
- Art and craft
- Indoor games
- Outdoor games
- Spending time in and with nature
- Field trips
- Inner circle (for prayer)
- Semi-circle (for having meals together)
- Birthday celebrations
- Festival celebrations
- Annual day celebration
- Nature walk
- *Balshivir*/children’s camp
- *Bal mela*

Refer Annexure IV and V for a suggestive weekly and daily schedule on ‘Transport’.



## Play-based Approach

Children learn best through play. They should be engaged in play activities which are neither too challenging nor too easy for their developmental level. In a play-based approach, stimulating materials and activities are provided by teachers and the activities selected are according to their age and interest. The teacher's role is that of a facilitator. In order to enable children to benefit from this approach, teachers need to observe and identify learning opportunities and make play materials available for use. Play-based approach helps in learning by doing. Children learn a variety of concepts by playing with toys, blocks, mazes, puzzles, etc. They learn mathematical concepts such as shapes, sizes, counting, and so on.

Play activities include storytelling, rhymes, outdoor activities and games, indoor games for language and cognitive development, dramatization, puppet play, sand play, water play, creative art activities, activities with teacher made materials like dominoes, cards, puzzles and charts and free play activities, for example, doll play, play with blocks, beads, toys, etc.



## Activity-based Approach

Activity-based learning is a type of pedagogy where children learn at their own pace through various supervised activities. It focuses on learning through play. Here, teachers use interactive activities and games to develop competencies and skills. If children are guided to explore on their own in a stimulating learning environment with the teacher working only as a facilitator, learning becomes more joyful and long lasting.

When the teacher organises an activity involving children, they learn to follow instructions, understand different steps in the activity, and are aware of the entire process involved.

### Example 1: Activity — Collage Making

Let children make a collage by tearing and pasting pieces of coloured paper or old newspaper or material collected from nature walk such as leaves, flowers, twigs, etc., on a chart paper. While doing this activity, children learn to collaborate with each other and to work in small groups.



### Example 2: Game — What is Missing?

Keep a few objects on the table. Make children sit close to the table. Call children one by one and ask them to name the objects. Then ask the child to close their eyes and remove any one object. Then ask the child to open their eyes and name the missing object.

## Project or Inquiry-based Approach

Project or inquiry-based learning is when children undertake an in-depth investigation of a real world topic. It is an inquiry-based investigation usually done by small groups of children or by an entire class or sometimes by an individual child. The teacher offers some open-ended triggers and then observes the children, listens to their stories, their questions, sees how they navigate the activity, takes note of their interest levels and discusses with the children.

### Steps in Project or Inquiry-based Approach

#### Phase 1: Beginning a Project

Students explore different topics like plants, water, animals, etc., and decide a subject that they would like to explore for their project. Children represent their stories through a variety of media like drawing, collage work, making models, etc., and share with the class.

Children then brain-storm and document what they already know and what they want to explore through the project.

#### Phase 2: Investigation and Research

Children research on the topic, make predictions, collect, explore and investigate the objects they encounter. Children make observational drawings of their discoveries and seek information from experts, teachers and parents.

#### Phase 3: Project Completion

Children teach others about their learnings by displaying their work. Through project-based learning, children get engaged with arts, mathematical concepts, scientific thinking and learn to explore technology, develop language and literacy and learn to work in teams, share their thoughts and ideas with each other.

**Example:** To develop concept related to physical environment — Project on 'Water'

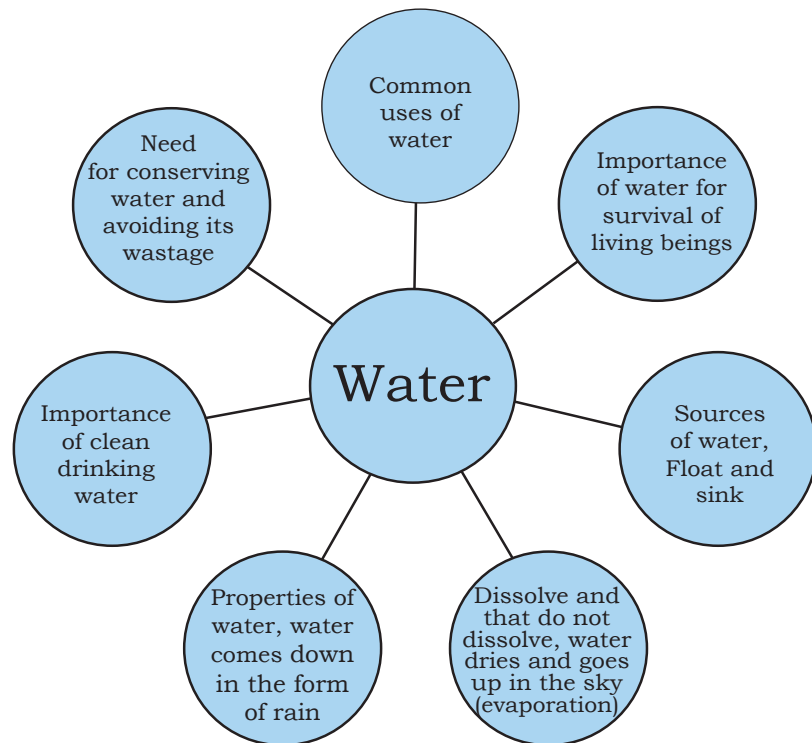
Take children for a nature visit. Let them observe plants, trees, birds, animals, lake, hills and so on. Let children choose what they want to investigate or learn more about. For example, if they choose to do a project on water, then discuss what they already know about water including common uses of water, importance of water, saving water practices in everyday life, and so on. Help children record their ideas through drawing, collecting related pictures, etc., and ask them what they want to know more about water. They may ask questions based on their observation, understanding and curiosity such as, where



## NOTES

does water come from? How does it reach us? How must we store water for future use at home or for the people of our locality? How is water cleaned and made drinkable? How do puddles of water on the road dry? Now plan a visit and take children to a water reservoir/a dam or a lake where water is stored, electricity is produced, rain water harvesting is done, etc., to extend their learning. Also show them pictures, TV programmes or video clips, etc. Provide them opportunities to exhibit their models or new learning in front of others in school. Invite parents too. Help children compare what they have learned with what they knew before the project began. Let them create displays to share the story of their project.

The project may involve multiple field visits, use of technology, and interviews with relevant people in the field, observations, etc. The duration of the project may vary according to topic chosen and the details.



### Story-based Approach

Storytelling is an important form of pedagogy which develops child's imagination. Storytelling promotes language learning, creates a participatory and immersive experience for children to enjoy hearing the language in an entertaining way. While listening to the stories, children make up the scene of the story in their mind without any limitation. This develops their creativity.

### Benefits of story-based learning

- Stimulates creativity and imagination
- Instills values
- Develops cultural awareness
- Enhances listening skills
- Develops vocabulary and language skills
- Sharpens memory 'smriti'



### Tips for storytelling

- Plan the story well
- Use simple language that children understand
- Maintain eye-contact
- Modulate voice
- Encourage children to retell the story in their own words
- Let children create story themselves or guess what happens next
- Use puppets, story books, story cards and so on to sustain children's interest
- Let children enact the story using real or pretend objects

### Toy-based Pedagogy

Toy-based pedagogy is a teaching-learning approach which is based on learning 'through toys and games'. Toy-based pedagogy refers to use of local, indigenous, popular toys and puppets which children love to play with, such as tops, dolls, rattles, kites, dancing and singing puppets, etc.

Toys inculcate values and skills in children. The values of sharing, empathy, love, care, etc., and the skills of decision making, team-building, problem solving, etc., are developed in children through toys and games. It has been observed that teaching-learning with suitable and appropriate toys across all the stages supports growth and development of children.



## Benefits of toy-based learning

### Children develop

- Motor skills
- Eye-hand coordination
- Problem-solving skills
- Imagination
- Cause and effect relationship
- Experimentation
- Creative expression
- Aesthetic sense
- Sense of joy



### Eclectic Approach

Eclectic approach is a combination of approaches. The teachers are free to choose a combination of suggested approaches in their context. The resulting approach would lead to a balanced programme. In such approaches, ideological methodologies of different approaches are integrated to respond to the needs of the children. The day's schedule is divided between teacher-initiated planned activities and child-initiated free play leading to self-paced learning.

### Points to remember in transacting the learning-teaching experiences

- Provide multi-sensory experiences to children as their learning styles vary.
- In heterogenous groups, children learn from each other, and therefore manage multi-age groups for facilitating 21st century skills such as collaboration, cooperation, critical thinking.
- Design learning environments for promoting positive learning habits in children.
- Break gender stereotypes by providing equal opportunities and using gender neutral labels, gender fair stories, songs, rhymes.
- Sensitise parents to avoid gender discrimination at home.
- There must be no admission tests/interaction with parents for admission of children in *Balvatika*.
- At *Balvatika* stage there must be no formal teaching, assessment, homework, tuition, etc.
- Avoid rote learning, and pressure on the child to perform.





## PEDAGOGICAL CONCERNS

During learning-teaching process certain issues emerge, and for better implementation of the curriculum they need to be addressed. Some of the concerns related to early learning and development are:

### Dealing with behaviour issues

Every group of children consists of a few children with behaviour concerns which could be disturbing, uncomfortable and disruptive in the classroom. Some of the behaviour issues could be repetitive habits such as nail biting, scratching, picking nose, and others like withdrawn behaviour, overactive behaviour, destructive behaviour, inappropriate expressions such as excessive crying and restlessness and other more serious behaviour deviations such as aggressive behaviour, and anti-social behaviour.



#### What teachers need to do?

- Teacher needs to try to recognise these behaviours as early as possible.
- Teacher needs to provide positive guidance to correct behaviours using interactive approach, e.g., emphasise and appreciate the right/expected behaviour rather than criticise the wrong behaviour.
- Teacher needs to give age-appropriate explanations to children
- Teacher must be supportive, value each child and not belittle them.
- Teacher needs to seek and get cooperation of other children to help the concerned child.
- Teacher needs to coordinate with parents to help the child.
- Teacher needs to draw attention of the child frequently to minimise their disturbing behaviour.
- Permit the withdrawn child to involve in the activities as per her/his limitations, but keep the child engaged at some level.
- If possible, teacher could seek the assistance of specialists and educators to help these children better.

### Handle variation in learning

Children vary in their learning abilities and learning styles.

### Manage multi-age grouping

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous groups, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them.



### What teachers need to do?

- Focus on what children need to learn or how they will get access to the information.
- Design activities in which the child engages to make sense of or acquire the content.
- Culminate projects that enable the children to rehearse, apply, and extend what they have learnt in a topic.
- Allow children to work in different groups, sometimes with children at same level of readiness or with mixed-readiness groups, with children having similar interests or with children having different interests, with peers who learn as they do, or randomly, and often with the class as a whole.
- Divide the whole group into two groups of children with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play, the teacher conducts the guided activities with the older age group of children with higher abilities. After a period of 30 minutes, the teacher can conduct guided activities for the younger age group of children while the older age group children are engaged in free play.

### Ensure and encourage gender equality

Preschool can be the starting place to break gender stereotypes.



### What teachers need to do?

- Demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect and equal opportunities.
- Select books, plays and other activities free of gender bias.
- Avoid language that limits one gender or another and use gender neutral labels.
- Use stories, songs, activities and facilitation aids that depict girls and boys, including some with special needs, in the same roles as men and women in all professions. Both women and men should appear as leaders, heroes and problem solvers, etc.
- Regularly sensitize the parents to support these practices at home. It is important to help them understand and stop discrimination.

### Avoid early formal instructions

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop a positive attitude, disposition to learn, be reflective, be inquisitive, be inventive, be resourceful, and being a problem solver.

### What teachers need to do?

- Focus on building concepts and strengthening competencies and skills.
- Provide opportunities where children demonstrate curiosity and creativity towards activities and new material or concepts.
- Avoid rote-based, teacher-directed learning, which is devoid of meaningful context.
- Avoid undue pressure on the child to perform.

### Addressing developmental delay and disabilities

Developmental delay refers to noticeable lags in achieving developmental milestones. The delay could be in any domain or combination of domains. Developmental disability e.g., autism spectrum disorder, cerebral palsy, intellectual disability, visual and hearing impairments delay development and learning. Teacher should observe the child carefully to understand the child's functioning in all developmental domains; keep a record of daily or weekly observations of the child; share the concerns with parents and family, refer the child to appropriate medical professional to check whether the concern is valid and whether the child is indeed at risk for delay or disability.

Ensure careful inclusion of children with disability. Children's learning occurs best in a learning environment that is equitable, inclusive and appreciative of all kinds of diversity including caste, class, religion, gender and ability in classroom where each child is acknowledged and given due respect. Early intervention can be offered in several forms, for example, speech and language therapy can help in improving hearing, using hearing aids. Similarly physiotherapy can help in development of motor skills for sitting, crawling and walking, running, jumping, balancing, etc.



Figure 3.19

### What teacher needs to do?

- Carry out the early developmental screening of all children and identify their strengths.
- Understand the significance of early identification and intervention.
- Make adjustments in the physical environment to ensure it is barrier free.
- Make curriculum flexible and accessible to children with different impairments.
- Develop appropriate assessment and evaluation procedures.
- Build the capacity and empower all the stakeholders to revisit their own attitudes, and work towards changing them, if required. Gradually encourage them to use positive terminology when working with children with disabilities.

### For Children With Special Needs

- Address the needs of Children with Disabilities (*Divyang*)
- Involve them in all the activities
- Sensitise others to help them
- Counsel and guide parents
- Take help from a special educator and follow the advice



- Use age appropriate play and learning material.
- Sensitisation, orientation, training and counselling of parents and community should be done. Children need a bilingual or multilingual environment for smooth transition.

### Creating linkages

Children experience lack of continuity when they move from one kind of educational programme to another and this hinders their learning and sometimes they repeat a class or drop-out. For increasing children's participation, enrolment, retention, achievement and effective resource utilisation, both in terms of physical facilities and teacher's deployment, linkage is important.

#### Some Strategies to Promote Linkages

- Making provision of preschool in the same premises of primary school or in close proximity to the primary schools as in some of the states/UTs where *anganwadi* have been co-located within primary school campus or set-up nearby.
- Synchronising the time (between both *Balvatika* (preschool)/ co-located *anganwadi* and primary school) so that younger children can come to school with older children and parent can also easily drop and pick at the same time.
- The physical set-up of Class I and II should be planned in the same manner as in preschools having activity areas, print-rich environment and display of children's work.
- Seating arrangement should be such that it allows children to interact and share experiences, develop problem solving skills, coping skills, follow rules and gain a sense of social and emotional well-being.
- Making use of similar pedagogical processes in teaching and learning as well as maintaining familiarity.
- Sharing of physical and socio-emotional environment of the school (in terms of infrastructure, resources, teacher-child interaction, etc.)
- Sharing of children's portfolio with the next class teacher so that better learning opportunities could be provided according to their learning levels.
- There is a need to share resources and to conduct joint activities such as annual day, sports day, celebration of ECCE day, festivals, *balmela*, tree plantation day with primary grades, etc.
- Monitoring and supervision arrangement can easily be done by one administrator.

#### For Smooth and Successful Transitions

- *Balvatika* teachers should have continuous interaction with Classes I and II teachers regarding curriculum, sharing of resources, assessment, etc.
- There should be joint training sessions of both Class I and II teachers.

## BALVATIKA EQUIPMENTS AND MATERIALS

Children in early childhood stage are very active. They are always running and jumping, and, thus, are always on the move. Therefore, the *Balvatika* should not only have enough space, both indoor and outdoor, to give freedom of movement to young children but should also have a variety of equipments and materials to provide children with challenging and interesting learning experiences for their overall development. *Balvatika* needs a variety of commercial or teacher-made materials for the development of muscular co-ordination, social skills, language, creativity, imagination and other cognitive abilities. It is, therefore, necessary that the teacher takes utmost care in selecting the equipments and preparing the materials for the *Balvatika*.



### What do learning-teaching materials (LTM) include?

Learning teaching materials (LTM) for *Balvatika* include a mix of materials purchased, materials locally made, materials made by teachers and even those made by children. Children learn better when they use multiple senses and actively use their hands. From simple toys to specific manipulative ones for counting and numeracy, a variety of LTM is essential for children to learn and explore. Books in general, and children's literature, are mandatory to make early childhood learning environments print rich and promote excitement of reading. As children grow, use of workbooks and worksheets are also appropriate (*NCF-FS 2022*).



#### (i) Materials that can be prepared by teachers

Most of the LTM required for the *Balvatika* can be made using locally available and low-cost materials. It can be prepared by locally available materials like cardboards, straws, packaging material, old clothes, bottle caps/ seeds/pebbles (for counting), match sticks (with chemicals removed), old tyres, plastic bottles, and containers (for measuring), coconut shells, used paper, used egg cartons (for sorting), all become sources for developing LTMs.

#### (ii) Materials that can be prepared by children

Children can make simple play materials as part of their fine motor development activities related to art and craft work or clay work. Teachers can make stick puppets, masks, board games, toys with clays (like wheels, ball), newspaper ball/doll, etc., with children. These are very engaging activities for young children, and in designing and creating these materials, children get opportunity to develop all domains.





### (iii) Materials that can be purchased from the market

Some materials such as building blocks set of varying shapes, sizes and colours, colourful beads and wires, lacing boards, simple jigsaw puzzles, magnifying glass, kitchen set, model fruits and vegetables, measuring cups of various sizes, blunt scissors, glue, tape, bowls, bucket, jugs, spoons, funnel, paint brushes, variety of glazed, recycled paper, crayons, markers, coloured pencils, coloured chalk, ropes, mats, plastic balance scale, weighing machine, doctor set, *dafl*, picture books, alphabet/number cards, magnets, balls of varying sizes, clay, etc., can be procured from the market.

#### Resource Mapping

Resource mapping is a process to identify and use the resources (like materials, people, institutions, local authorities and other) in the implementation of Balvatika curriculum.

The teachers are encouraged to identify and make effective use of local resources so that

- children understand the concepts better
- continuity in availability of resources is maintained (since the resources are locally available)
- cultural context is addressed through learning–teaching process
- cost and availability do not become a hurdle

#### Steps in Resource Mapping

- identify resources available
- plan activities using local resources
- find ways to access the resources
- keep a record of the resources



Cloth ball

### Creating Toys: Easy to Make, Enjoyable to Explore!

Here are some examples for teachers/caretakers/ parents for making toys which are environment-friendly, economically viable and fun to make. Such toys, though appear to be simple in nature, have lot of potential to engage a child in various learning processes. Children with varied abilities can play with such toys.

#### Name of the toy: Cloth balls and shape bags with grains

The beauty of this toy/play material is that the same play material can be used in several ways and for various purposes. This gives less burden to teachers/parents/caregivers by investing efforts in making a simple toy with multipurpose usage. Example: A shape of a circle cloth bag can be matched

with the shape of a circle drawn on a paper — facilitating skill of shape recognition under the domain of numeracy. The same shape of a circle cloth bag can be matched with a letter C — for circle: stimulating letter recognition under the literacy domain. Teacher can think of many such activities using the same play material in other domains. To inculcate positive learning habits like, turn-taking, cooperation in group games, these materials can be used.

### **Do it Yourself (DIY): How to make**

- Take a cotton cloth of a size of big handkerchief, cut it in two round shapes like a ball — stitch the edges keeping opening for stuffing .
- Stuff it with small pieces of fabric (use the cut out pieces after the garment is stitched) use the leftover parts to form a ball and stuff inside the stitched edges.

### **Variations**

- Shape bags with grains — make different shapes like square, triangle, rectangle, etc.
- Stuff it with different locally available grains like, *chana*, kidney beans (Lobhia, Rajma), *rai*, *jawar*, *bajra*, etc.

### **Use it for**

- Catching and throwing like a ball
- For shape recognition, shape matching (as shown in the picture)
- For counting objects, sorting shapes, etc.
- As a sensory input for all children, it is also suitable for children with visual impairment
- As props in songs, for turn-taking, group games
- For children to hold in hand for calming down
- For letter recognition, matching shapes with the name of the shape, e.g., shape of circle to match with letter 'C'.

### **Cloth balls provide stimulation related to**

- Eye-hand coordination
- Attention and concentration
- Recognition of shapes, sorting of shapes and counting related to numeracy skill
- Recognition of letters— literacy skills
- Tactile sensation
- Two hand grip
- For emotional calming
- For social development— learning cooperation, turn-taking



Shape bag

Trainers need to conduct a session on material development for the teachers/ caregivers. A tentative programme schedule and ideas for making puppets has been given in *annexure VII* and *II*.

## Making of Puppets

Puppet is one of the traditional and cultural art forms which is mostly used for entertainment and telling stories. These are used by teachers in the classroom for transacting the curriculum also. How to make a variety of puppets and use them is given in *Annexure II* for reference.



Financial constraint is a matter of concern. Keeping in mind this constraint, it is suggested that the following points may be considered

- The materials listed are not prescriptive but suggestive. Wherever possible and required, improvisations may be resorted to.
- Materials purchased/developed may be multipurpose in nature for it to be cost-effective.
- In view of the extensive requirement of materials for the various developmental objectives, it will be necessary to fall back on teacher-made materials.
- While selecting/developing materials to carry out activities, it is necessary to ensure that the materials are safe and have potential for learning as well as for direct manipulation by children and are not merely a teaching aid.
- For meaningful learning on the part of the children, the content of the materials should be culture and region specific.
- For effective transaction of activity-based teaching-learning, particularly in small groups, it is necessary to provide sufficient indoor materials which could simultaneously engage atleast three, if not four groups of children in a class.
- Regular and proper maintenance of play materials is necessary for which the staff needs to be provided training as well as recurring financial allocation for contingent expenditure.



*Puppet show should be organised for children occasionally*



# PLANNING AND ORGANISING LEARNING ACTIVITIES

Conducive indoor and outdoor classroom environment with age-appropriate play and learning material is essential for play and activity-based learning. Classroom environment covers both physical as well as emotionally supportive learning environments. A safe, comfortable and happy classroom environment helps children learn efficiently.

## Components of classroom learning environment

- Physical environment: It includes classroom material arrangements, activity areas, child-friendly easily stackable furniture and storage spaces (both for teachers and children), lighting, ventilation and general cleanliness throughout the preschool building.
- Social environment: It includes the space for children to work together (small and large groups), interact with each other and play together. Experiences of ECCE should be extended to Classes I and II also.
- Temporal environment: It includes the duration, timings and sequence of activities, and flexibility in activities that take place at the *Balvatika* stage. It includes transitional activities as well.

## CLASSROOM ORGANISATION

The *Balvatika* classroom should be such that it facilitates the implementation of play and activity-based learning. The class should be arranged in a manner so as to enable free movement of children while doing different activities. The indoor environment needs to be well lit and well ventilated. It should make children feel safe and welcomed. Classroom seating arrangement needs to be flexible. Sometimes children need individual time, sometimes they work in pairs or small groups, and sometimes all children work together in one group. To enable active engagement of children in the classroom, designing attractive learning environment goes a long way in

the learning-teaching process. The following points need to be considered for organising the classroom:



- Colourfully painted walls.
- Broad windows at low height that bring in light and fresh air.
- Attractive picture charts displayed at the eye-level of children.
- Display boards at low height so that children can pin up their artwork.
- A full length mirror for children to look at themselves.
- Play and learning material in labeled containers/boxes that is easily accessible to the children to pick up and place back.
- Availability of age and developmentally appropriate learning-teaching material.
- Presence of activity areas like dolls area, blocks area, reading area, science area, creative art area, etc., to stimulate children's thought, interest, and curiosity.
- Space for children to keep their lunch packs, etc.
- Running board at a low height for children to freely use it for drawing, scribbling, etc.
- Adequate indoor space for both individual work and group work.
- Space and opportunity for differently-abled children to move comfortably, handle and mingle with other children, where they are facilitated by concerned teachers in their efforts to learn along with the whole group; inclusive classroom.



The overall learning environment must be flexible, open, provide access to resources, and promote social interaction. Given below are the important considerations while designing indoor and outdoor environment.

## I. Indoor environment

### (a) Activity Areas

An activity area is one that is arranged in a classroom and equipped with a variety of play materials and toys; for example it could be dolls area, block-building, etc. A small group of children or even a single child can play there using the learning and play material. Teacher generally observes children silently, freely playing in the activity area and intervenes only when needed. The material is placed in low racks, boxes and shelves for children to easily access them. This encourages children to develop:

- Social skills
- Self-reliance
- Cooperativeness
- Time management
- Self-regulation
- Self-interest
- Communication skills
- Early learning skills by making mistakes, practicing and so on
- New skills and extension of their learning

#### Material for 'Activity areas'

**(i) Dolls and Dramatic Play Area:** A dolls area should have a collection of dolls made from cloth, clay, wood, paper and so on. A small bed, sofa, chairs, table and household articles, such as kitchen set, tea set, doctor's set and costumes made up of old dresses, handbags, shoes, caps, etc., should also be kept. The furniture of dolls area should be such that the children can also use it for their play. The dolls area should be partitioned with a small curtain to give privacy to the children playing there. Playing with dolls encourages children to talk and understand more about other's thoughts and emotions. Playing imaginary games with dolls help children develop social skills like helping, sharing, nurturing and caring.



**(ii) Science Area:** Science area includes magnifying glasses, magnets, balance with different weights, a set of measuring cans for the measurement of liquids, microscope, binoculars, prism and compass, etc. The science area helps children learn to investigate the world around them.

**The material chosen should be**

- Attractive and safe
- Provide adequate opportunities to explore and experiment with curiosity
- Durable
- Locally made or locally available

**(iii) Building Block Area:** This activity area should have a shelf with building blocks of different sizes and shapes made up of light wood to construct different formations like houses, hospital, school, temple, etc. The shelf should contain materials such as rectangular planks, big bricks, small bricks, cylinders, triangles, square blocks, pillars, etc. All these building blocks should be painted with different bright enamel colours. This corner should have materials like wooden trains, cars, trucks, pulling toys, wooden/plastic bridge, wooden/plastic railway tracks, etc. Children like to construct roads and play with a variety of small vehicles, so this corner should also have road building materials like blocks, ramps, zebra crossing, traffic lights, small wooden/plastic/metal vehicles (road transport, air transport, water transport), human characters, trees, etc. This area should also have different types of materials like nested



toys, wooden blocks, puppets, etc. Pictures of animals, cars, buses, etc., are of interest to children so, there should be at least two trays of puzzles with only two or three pieces which can be used by very young children. There may be a few puzzles with four or five pieces for the older group. If these materials are not readily available in the market, these can be developed by the teacher. Block play requires fine and gross motor skills. Blocks

help children learn to take turns and share materials, develop friendly attitude and enhances their creativity.



**(iv) Reading Area:** Wordless picture books, illustrated books, story books, poem collection, informative books, interesting alphabet and number books, story books (prepared by teachers or readily available) with big pictures with one, two or three lines content, placed at low level for children to freely pick and read; Television to view audio-video programmes, LCD projector and screen to show animated short stories/rhymes, etc. It is the area that belongs to children and is a part of their classroom. Children have freedom to choose from a range of attractively displayed books. Colours, white paper and chart papers can be kept there for drawing, colouring and writing purposes.

**(v) Math Area:** Material like self-corrective cards, picture jigsaw puzzles, and picture cards should be kept for matching, sorting, arranging, classifying, problem-solving, memory and sequential thinking. Math and manipulatives area should include material for concepts, such as colour, shape, space, pre-number concepts and concepts related to social, physical and biological environment. Matching cards, number cards, etc., can be developed by the teacher if not available in the market. During the mathematical play activities in the Math or manipulatives area, children come across different types of daily problems and they devise several solutions for them. Play extends mathematical learning beyond rote memorisation, encourages children to talk, think, reason, and wonder as they move through problems.



**(vi) Art Area:** It includes materials like scissors, glazed paper, tissue paper, old magazines, old newspapers, cloth, gum, fevicol, thread, etc., for tearing and pasting activities. Crayons, paint colours, paint brushes, paper, coloured chalks, slates, etc., should be available for drawing/ colouring /painting. Clay, shallow basin, plastic cloth, strainer, tumblers, etc., should be included for clay work. Blunt needle, coloured thread, gunny bag, cotton cloth, plastic net should be available for stitching. Beads of medium and big size should be available in three basic colours—red, blue, yellow, with plastic thread for threading beads and medium sized bowls to keep the beads, etc. Wool pieces, cloth pieces, coloured and handmade paper, feathers, leaves, seed, saw dust, shells of groundnut seed, pista, etc., for doing collage work. Cut-outs of selected pictures from old books, magazines etc. to make picture books for the children. Art helps children learn and practice skills like pattern making and cause and effect relationship. Children can also practice critical thinking skills by making a mental plan or picture of what they intend to create.



**(vii) Music and Movement Area:** Harmonium, *dafli*, *dholak*, drum, flutes, mouth organs, *manjiras*, *ghungroos* and any other locally available or improvised teacher made materials to create music. Music and movement area helps in development of fine and gross motor skills, learning to express emotions and improving balance and coordination and so on. It improves a child's ability to learn by sharpening memory and cognitive development.



**(viii) Library and Reading Area:** Library and literacy area is important for language and vocabulary development. It is a space that children can use independently to browse books.



Teacher should read aloud to them, encourage children to share their responses about the book. Teacher should listen to them and encourage them to listen to others. Set aside some time for independent reading and demonstrate that reading is a fun activity. Story telling sessions in library and literacy area help children become readers and writers. For developing listening skills through story telling, aids like picture books, puppets, flannelgraph, story cards, sound boxes, etc., are useful and should be kept in this area. For vocabulary building and verbal expression, materials like conversation charts, pictures, flash cards, picture dominoes, picture books, collection of rhymes and stories are very useful. Teacher can develop these aids or materials and keep ready for use. For developing emergent reading, picture cards/strips/charts for auditory and visual discrimination and auditory and visual association cards can be created and kept. For emergent writing, slates, chalks, crayons, black/green board, drawing paper, stencils and so on are useful. A variety of story books like folktales, comic books, factual books, informative books are an asset.

**Note:** Besides material in the activity area, every classroom should have a mirror, clock, and allotted space to keep footwear and dustbin.

### (ix) Technology

While introducing concepts, technology may be used to extend children’s learning, build vocabulary, motor control, etc. Technology may be useful for developing children with special needs.

**Caution:** Technology should not replace children’s play and exploration, physical activity and social interaction.

**Note:** As per ‘Pragyata Guidelines’ developed in India (NCERT and MoE), online classes for pre-primary students should not be conducted for more than 30 minutes while two online sessions of up to 30–45 minutes each may be conducted for Classes I to VIII.

Technology can be used for capacity building. NISHTHA (National Initiative for School Heads and Teachers’ Holistic Advancement) aims to include the learning outcomes of children. It is a digitally enabled teacher training programme offered through online mode. Teachers can also

upload self-developed content on DIKSHA (Digital Infrastructure for Knowledge Sharing).



Figure 4.12

Dos	Don'ts
<ul style="list-style-type: none"> <li>• Provide ICT area as one of the many learning or activity areas within the classroom</li> <li>• Set guidelines for the usage and upkeep of the devices</li> <li>• Find apps and games for children that are interactive, age-appropriate and encourage participation of parents or caregivers</li> <li>• Use technology to enrich the curricular content and other play activities</li> <li>• Make ground rules in relation to appropriate behaviour</li> <li>• Safeguard children from using inappropriate software</li> </ul>	<ul style="list-style-type: none"> <li>• Screen time should not replace personal interaction</li> <li>• Do not give play time on computers or phone as a reward for positive behaviour</li> <li>• Do not sacrifice the basic art material, play e.g. dough, books and real objects and hands-on experiences for ICT</li> </ul>

The technology can help schools for encouraging responsive parenting by using broadcast media such as radio, TV, OTT platforms as well as messaging through IVR and other means.

### **(b) Print Rich Environment in the Classroom**

A print rich environment is one in which children interact with many forms of print and it helps foster skills needed for reading. A teacher should label objects and areas of the room, label furniture and doors, hang posters, calendars and display board that exhibits words and numbers, etc.

#### **Display in class**

Display boards help children's learning by assisting with visual learning. Teachers use display boards to showcase the images relevant for children to see and learn in Balvatika. Samples of children's work are displayed on the display board. Charts need to be hung on the wall at the eye level of the children. The labeling of classroom equipment, material in the activity areas should make the environment print rich, colourful and a happy place.

The following points need to be kept in mind while displaying children's work:

### Weather Chart



### Norms for the Class

- Keep the classroom clean
- Play safely
- Be nice to others
- Listen to the teachers

- Displays should be at the eye level of children so that they can see them easily.
- Samples of both in-process and finished work of children should be displayed so that the process of learning is also valued along with the final product.
- Displays should be changed regularly. This makes children curious and interested in the topic/theme/project.

## Charts

**(i) Weather chart:** Daily or weekly weather chart along with daily information on weather can be displayed in the class. Weather for the day can be indicated pictorially and through print to promote foundational literacy.

**(ii) Norms and rules charts:** It is important to display charts on positive learning habits; for example keep our classroom clean, wait for your turn, be nice to each other, say thank you, listen to others, etc. These charts must be placed permanently. These should not be mere sequence of instruction, rather should be conveyed creatively through pictures and stories.

**(iii) Daily routine chart:** It is important that the daily routine chart is displayed clearly and at children's eye level as children of this age appreciate structure and sequence. This guides the teacher as well as the children.

**(iv) Teacher prepared charts:** Teachers and children can prepare charts together for display especially for the 'Theme board'. Creating the theme charts together will help and prepare children for discussing a given theme. These charts may be related to learning of good habits or any project like transport, water, birds, etc. Preparing display charts for their class develops a sense of belongingness and ownership in children.

### DAILY ROUTINE CHART Activity

Welcome

Prayer

Free Conversation

Outdoor Play

Meal Time

Indoor Free Play

Structured  
conversation

Story Time

Goodbye

## II. Outdoor Environment

Outdoor environment of *Balvatika* needs to be safe and must provide for both free play as well as organised play. Space must include play equipments either bought or made from indigenous material for climbing, balancing, sliding, rotating, swinging, see-saw equipment and so on.

A sand pit for small group of children to play comfortably, a water play area with material, and some free space for other planned and free play activities must find place in outdoor environment. If space permits, there could be arrangement for a garden, which children can use for gardening activity. Clay modelling can also be conducted outdoors in small groups.



Teachers must provide children with a wide range of materials, apparatus and equipment for both outdoor and indoor use.

### Outdoor Play Equipment/Material

- Commercially available equipment or improvised from the environment for providing experiences such as climbing, jumping, balancing, swinging, swaying, cycling, jungle gym, swings, tricycles, rocking boats, two-wheeled baby cycle with support, scooters, pedalling car, nesting frames with planks, triangular set with planks, etc.
- Equipment for throwing, rolling, catching and kicking such as, rubber balls (large, medium, small) and old tyres.
- Sandpit with different types of containers, such as trays, bowls, plastic strainers, plastic mugs, *katoris*, different moulds, etc., for sand play.
- Wading pool or a big tub, a small bucket, mugs and cups of different sizes, sieves and floating toys like rubber ducks, boats, etc., for water play.
- Watering cans for gardening activities.
- Pull and push carts.
- Large pipe about 8 ft. long cemented in the ground for creeping through it.



#### Play Equipment/ Material

- Safe
- Durable
- Local
- Attractive

**Play activities (sports)** foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities and develop skills such as collaboration, self-initiative, self-direction, self-discipline, team work, responsibility, citizenship, etc. (*NEP 2020*). Schools have to include traditional/regional games of the respective state/region and low cost sports equipment. Besides play activities/sports, opportunities for participating in cultural programmes, organising events, travelling to places outside the school (picnic/excursion), etc., need to be provided.

## PLANNING AND IMPLEMENTATION OF CLASSROOM ACTIVITIES

Planning is vital for implementing play and activity-based methods. Teachers need to plan the activities for the whole academic year first. Then on the basis of the yearly plan, the monthly, weekly and daily plan of activities need to be developed. A sample of weekly plan and a daily plan is given in *Annexure IV* and *V*, respectively.

No child below the age of three years should be admitted to *Balvatika*.

A child is ready for *Balvatika* when the child:

- (i) is able to tackle separation anxiety from family
- (ii) has developed some verbal competence
- (iii) has become toilet trained
- (iv) can communicate basic needs

### **Good planning requires an understanding of—**

- Curricular goals, competencies and the learning outcomes to be achieved
- Prior learning of children for whom the plan is being made
- The available learning-teaching materials and the content to be used
- Activities— teacher-directed, teacher-guided and/or child-led activities to achieve the objectives
- Duration and sequence of activities
- Materials to be used in the activities
- Classroom arrangements, e.g., seating, displays, arrangement of material, etc.
- Specific strategies for children who need extra help
- Methods of assessment.

*Balvatika* programme needs to be planned considering the:

- local context
- the socio-cultural environment and practices
- the infrastructure and available material
- the needs of children

Planning includes selection of age and developmentally appropriate pedagogies, resources to be used, in-built assessment to be carried out, etc. It also includes support activities for children, extended activities for home, displays relevant to what is being taught or needs to be taught. The sequence of activities and learning experiences to be provided should be according to the expected learning outcomes for each of the competencies outlined in the *NCF-FS 2022*.

### **Duration of *Balvatika***

The duration of the *Balvatika* education programme should be four hours per day.

The programme should also provide for some rest period during the day.

The teacher should come earlier than children and leave after them, so that they can prepare for the next day.

Children may attend *Balvatika* for five days in a week, i.e., Monday to Friday; Saturdays may be utilised by the teachers for *Balvatika* programme evaluation, planning of the next week's programme, preparation of learning-teaching materials, parental contact, maintaining records, register, and portfolios, etc.

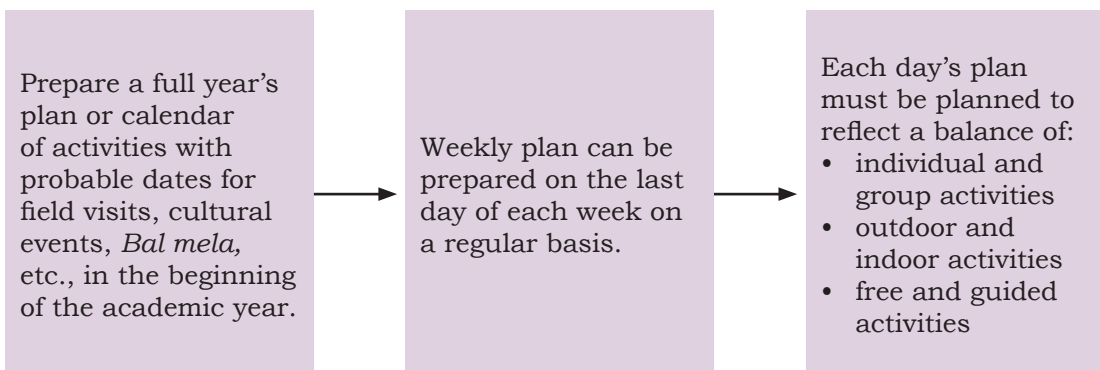
## DAILY SCHEDULE

Schedules represent the broader picture of a day's routine. Children understand the schedule as a routine as they learn to predict what will happen next. It consists of the main activities to be transacted daily.

While planning the day's schedule a balance needs to be maintained in the following activities:

<b>1</b>	<b>Active time</b>	<b>Quiet time</b>
Example	Music and movement	Eating food together (meal time)
<b>2</b>	<b>Large Group Activities</b>	<b>Small Group Activities</b>
Example	Listening to a story in a group	Building blocks in a small group
<b>3</b>	<b>Indoor Activities</b>	<b>Outdoor Activities</b>
Example	Solving puzzles/ doing worksheets	Outdoor play (free and organised)
<b>4</b>	<b>Child-initiated Activities</b>	<b>Teacher-guided Activities</b>
Example	Free play in activity areas	Learning concepts such as teacher discussing about animals, etc.

### Programme Planning for *Balvatika*



Daily schedule may be developed by the teacher keeping their context in view. Exemplar Schedules for 3–4, 4–5 and 5–6 years age group are as following:

### 3–4 years

Timing	Activity
09:00 am	Free Play /Circle Time/Conversation
09:20 am	Rhymes and Sports/Music/Movement
09:40 am	Concept Time
10:00 am	Outdoor Activity/Play
10:20 am	Emergent Literacy Time
10:30 am	Snack break/Washroom Time/Rest
11:00 am	Creativity
11:30 am	Numeracy
12:00 pm	Dispersal

Safety, health, hygiene and nutrition are essential for *Balvatika*.

Children should feel safe, secure, comfortable and at ease.

### 4–5 years

Timing	Activity
08:30 am	Welcome and cleanliness check-up of children
08:45 am	Prayer
09:00 am	Free Conversation
09:20 am	Cognitive/Language activity
09:40 am	Outdoor Play
10:10 am	Hand-washing, Refreshment and Rest
10:50 am	Indoor free play in small groups along with one creative activity
11:20 am	Structured Conversation on Project
11:50 am	Story and Rhyme / Dramatisation / Rhythmic Movements
12:20 pm	Goodbye Circle

### 5–6 years (NCF-FS 2022)

Timing	Activity
09:30 am	Circle Time Conversation
10:15 am	Snack Break
10:30 am	Rhyme/Song/Music/Movement
10:45 am	Concept Time/Pre-numeracy
11:45 am	Arts/Craft/Free Play
12:15 pm	Activity Area Time
01:00 pm	Lunch Break (3 to 4 years old children go home)
01:45 pm	Emergent Literacy/Story Time
02:30 pm	Outdoor Play and Wind Up

## LEARNING SITE ACTIVITIES: HOW THEY ARE ORGANISED?

The learning – teaching practices (LTP) are the ways in which the *Balvatika* programme is transacted by the teacher. Some of the examples of these practices that teachers can organise in the classroom are given below.

### Some of the indoor/outdoor play activities are given below

#### (a) Circle Time

Circle time is when children sit in a circle either on their chairs or on the floor with the teacher. Some of the activities in a circle time include informal talk, singing songs, rhymes, listening story, talking about different concepts with the teacher and each other. Circle time brings children together for social interaction in a group setting. Teacher sings a song with actions, performs a calendar activity, talks about maintaining health and hygiene, organises activities to develop talking skills like *aaj ki taaza khabar* and so on. (Let children freely express themselves).

#### Advantages

- Teacher as well as children can easily face each other.
- Teacher can pay attention to all the children.
- A sense of friendship and togetherness is felt by all.
- Visual aids and display materials are clearly visible to all the children.
- Teacher's actions are clearly visible to all the children.



#### Calendar Activity

- Design a Display Board where the date, month and weather can be depicted.
- During circle time, point towards the days of the week in the chart and ask children to identify the day. Ask questions such as, 'What day is it today?'
- Let them talk about weather (sunny/ cloudy/rainy).

### Picture Reading

- Encourages children to read pictures or illustrations from the story books and talk about them
- A single picture with lots of interesting actions in them can also be used for conversation and story making
- Important for developing print awareness
- Develop bonding with books



### (b) Conversations

Conversations could be both free as well as guided and help in oral language development.

**(i) Free conversation:** Children should be encouraged to talk about anything related to their daily experiences. It helps children adjust to the classroom environment as it encourages them to express their feelings freely. Free conversation can be used after a field trip, a festival celebration, any child's novel experience and so on. These can also be used to provide a base for a talk.

**(ii) Guided conversation:** Guided conversation should be initiated by the teacher around a particular topic or theme. Learning-teaching materials (LTM) such as like picture cards, charts, audio-visual material, models, visits to different places, etc., are used in guided conversations. These help children to understand the concepts better.

Conversations help children in language skills, socialisation, concept formation, listening and speaking skills. Using appropriate LTM, starting conversations in an interesting manner, giving all children opportunity to participate are the practices that the teachers must adopt.

### (c) Storytelling

Children listen to stories right from infancy through family members and continue to do so in *Balvatika* too. Stories are rich sources for developing cognitive abilities, languages, concept development, understanding relationships, conversation skills. Every day story sessions are organised in *Balvatika*. Story-based pedagogy is useful in *Balvatika* as it gives children pleasure, develops their imagination and increases knowledge.

Stories could be told in various ways using picture charts, story cards, audio-visual material, picture story books, videos, films, role play and sometimes just with voice modulation. While telling stories, characters and situations should be kept in mind. Teachers tell the story in an interesting manner using props, voice modulation and actions.

### (d) Music and Movement Activities

Music and movement activities could be used for different purposes like physical development, sound appreciation, singing skill development, socialisation, concept development, language and so on. Basically, any learning involving the use of music would be a joyful learning. Children naturally love music. The child progresses through the developmental sequences described for singing, listening, rhythmic experiences, and creating musical experiences and this helps them to develop

in many ways. Music activities can be done in different ways: simply listening, singing along, singing while playing an instrument (Tambourine, *manjira*, clapping together) independently or by creating an orchestra. Children can make simple music instruments with indigenous low-cost and no-cost material, for example, leaf.

**Singing rhymes:** Rhymes are rhythmic words grouped meaningfully and can be sung along with actions to go with their meanings. Rhymes can be used in learning new words, concepts, socialisation skills and for fun and enjoyment.

### (e) Cognitive and Language Activities

Cognitive and language development activities help children in understanding the immediate environment. The *Balvatika* is the first stage to give children such experiences with the help of which children develop basic concepts, scientific temper, a questioning mind, problem-solving skills, etc. These skills are the basis for learning in later years. All activities in the *Balvatika* generally cater to cognitive and language development; specific activities are organised to learn basic concepts like how plants grow, parts of a plant, floating and sinking objects, soluble and insoluble substances, hot and cold items, living and non-living things, etc. Children in *Balvatika* are exposed to language literacy and mathematical concepts such as alphabet, words, shapes, sizes, numbers, counting, recognizing patterns, classification, seriation, etc.

For example, if a child has developed the concept of colour they will be able to classify or categorise objects in the environment on the basis of this dimension. The formation of basic concepts in children is crucial to their understanding of the environment. Only if these concepts are clear to them they will be able to observe, classify or categorise the different objects in their environment and progress from 'perception bound reasoning' to 'logical reasoning'. Most of the local toys, other learning material like picture cards, puzzles, etc., are useful for introducing concepts. Teacher as well as children can make or even bring material to discuss the concepts.

### (f) Scientific Awareness Activities

Children's experiences of science should lead them to an informed appreciation of the environment that they encounter. Children develop an awareness of the interdependence of different parts of natural environment, plants and animals (including humans) in local, national and global contexts.

Field trips/nature walk offer this opportunity for children to observe natural phenomenon and activities that cannot be brought into the classroom.



Scientific temper and environmental awareness is developed through direct experiences and interaction with the physical, social and natural environment.



### Phonological Awareness

- Awareness of words and syllables
- Rhyming (cat, bat, rat)
- Blending and segmenting (put together sounds to make words or break a word into its different sounds)
- Identifying the beginning, middle and end sounds
- Manipulating sounds and syllables, for example: in 'जल', replace, 'ज' with 'फ', it becomes 'फल'



A wide range of collections from nature can be a part of learning experiences which can be brought into the classroom such as variety of leaves, pebbles, flowers, etc. Simple experiments can be done in the classroom such as planting, germinating, and studying the properties of objects such as floating/sinking, soluble/insoluble, etc.

### (g) Foundational Literacy

It is the early stage of learning where children engage with reading and writing, before these skills are introduced to them formally in a school. The knowledge of language that the children acquire in the first three years of development at home is through listening and speaking in the form of imitating. Later on, it helps in building literacy skills in languages. The key components in emergent literacy are decoding written words based on the understanding of symbols and their sounds, reading fluency, reading comprehension and competencies in writing letters (*akshara*) and words. Development of oral language happens through listening and speaking, whereas literacy starts with understanding of letters, alphabets, words and pictures. It also includes phonological awareness, i.e., sound-symbol association and making use of this effectively in gaining knowledge.

Materials for developing emergent literacy skills include picture books, charts, flash cards, dominos with letters and words, story books with pictures, collection of poems, rhymes and songs.

### (h) Foundational Numeracy

Foundational Numeracy means the early stage of learning where children engage with basic number concepts and computation skills before these are introduced to them formally in a school. The major aspects and components of early mathematics are pre-number concepts, counting and understanding numbers and their symbols, simple operations on numbers, shapes and spatial understanding.

Teacher needs to provide activities which help children learn how to count; shapes; size; colours, etc. These can help children develop early numeracy. Numbers can be introduced to children through rhymes, songs, stories, toys, and play activities while building concepts related to shapes; size (big, small, medium); groupings (same/different, fast and slow, far and near); arranging into shades; order (first, second, last) and so on.

#### Note:

Developing foundational literacy and numeracy skills with environmental awareness and scientific thinking is an important concern of NEP 2020. Refer Annexure IV for the details on developing these skills.



### (i) Indoor Play Activities

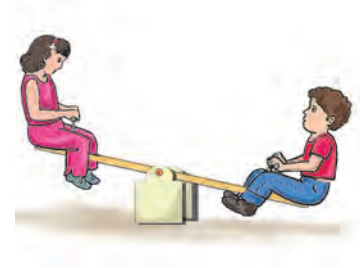
This activity too can be done informally, where children are allowed free time to engage in indoor play choosing their preferred toys while making informal conversations with each other. Indoor free play encourages children to use their imagination while playing with dolls, blocks, toy cars, etc.



Indoor play could be organised using activity areas with suitable material from dolls play area, block play area, art and craft area and so on, where teacher could provide some guidance and advice to children but majorly acts as an observer. If there is enough space, games on some of the themes like zoo, transport, etc., may be organised as outdoor activities in open ground.

### (j) Outdoor Play Activities

In order to give hands-on experience to children and make experiential learning possible, connections with nature and outdoor play is most important. Outdoor play could be free play, where children run around, climb, hop, skip, swing, use slides and swings and play to their hearts' content. On the other hand, outdoor play could be teacher-guided/organised activity too, for example, hop-scotch and circle games should be guided by teachers. Gardening can also be included in outdoor play activities.



### (k) Water Play Activities

Whenever possible, the teacher should arrange water play activities, such as pouring, sprinkling, sieving, filling, watering plants, cleaning, mixing water colours, science activities such as floating/sinking, dissolving/ sedimentation, etc. The uses of water can be discussed in circle time while building different concepts.





### (l) Sand play activities

Sand play is one of the outdoor play activities where children can be involved at whatever level they want. From gently exploring the sand by repeatedly running their fingers through it to elaborately creating roadways and villages. There is no wrong way to play with this open-ended material. Play setting should be such so as to give children a chance to explore scientific concepts like wet and dry, volume, pouring, and shifting in a fun way.

### (m) Creative art expression activities

Development of creative and aesthetic sense through role play, music, dance, art and craft helps foster creativity in children. These activities provide them opportunities to express their



feelings and develop communication skills. It also helps them to develop, practice and improve coordination and motor skills and enable them to find new ways of looking at things. This further builds children's confidence and provides a chance to practice decision-making, problem-solving and critical thinking abilities. Creative and aesthetic activities foster imagination which is an important pre-writing skill. It is important to provide opportunities for sand play, water play, clay moulding, opportunities for drawing, painting, collage making, tearing, cutting, pasting, etc., to the children. This would

help them understand that the real-life objects and events may be represented in different ways. Children's art and craft work should be displayed on the walls at their eye level or on a table. This helps them remember that activity and encourages/motivates them for greater participation. It fosters their self-esteem and self-confidence as they feel their work is valued.

Art is the basis of learning. The study of arts and crafts is essential for developing not only the aesthetic sensibility but also for learning how to manipulate materials and developing attitudes and skills essential for work. The curriculum must expose children to practical life skills and work experiences of varied kinds. Art integrated education has to be embedded in classroom transactions for imbibing the Indian ethos through integration of Indian art and culture in the teaching-learning process. It will strengthen the linkage between education and culture (NEP 2020).

### **(n) Role Play/Dramatisation**

Role-play or dramatisation is a good way for children to demonstrate different things they do and know about. Such activities can be fostered through dramatic play area in the classroom. Let children enact, use words and gestures and play different roles during role-play or dramatisation.



### **(o) Meal Time**

An important component of the daily routine is the 'Meal Time'. This gives children time to have their meal, relax, play and socialise. At least 30 minutes should be allocated for this. A lot of activities can be done during this time, like: washing hands before and after a meal (particularly for the prevention of COVID-19 and that should be reinforced by the teachers); having a meal together with classmates; having one's meal independently without spilling; talking about healthy food, variety of food and healthy eating habits.

### **(p) Goodbye Circle/Dispersal Time**

'Goodbye Circle Time' gives children an opportunity to recapitulate the activities conducted during the day. While doing so, children get the opportunity to share their learning, talk about their favourite activities and ask for clarification related to any of the concepts and learning, if not properly understood. 'Goodbye Circle Time' ensures a happy departure from the day's activities and prepares children for the next day's activities.



## LEARNING PLANS

Learning plans are critical for smooth execution of daily classroom activities with children. When carefully thought-out lesson plans are in place, teacher is well-prepared to do her duty. Learning plan is both a guide as well as an assessment tool.

### Note:

Part 2 of this handbook contains variety of activities that teachers can pick up for use in the learning plan.

### A Sample Format of the Learning Plan

Class: *Balvatika* 1

Age group: 3–4 years

Topic/Theme: \_\_\_\_\_

Date: \_\_\_\_\_ Day: \_\_\_\_\_

What do children already know? (Related to the topic/theme)

\_\_\_\_\_

Content

\_\_\_\_\_

Learning Outcomes

\_\_\_\_\_

#### Activity Planned (Title of the activity and duration)

(i) *Annamaya Kosha* and *Pranamaya Kosha* (Physical and motor development):

Examples—

- Identifies and names the healthy items that can be eaten.
- Plays with ball (outdoor activity).

(ii) *Manomaya Kosha* (Social development):

Example: participates in circle time discussion

(iii) *Vigyanamaya Kosha* (Cognitive development):

Example: sorts objects according to colours

(iv) *Vigyanamaya Kosha* (Language development):

Example: Listens to story and participates in dramatisation

Prior preparation: (classroom arrangement, preparing colours, seating arrangement, displaying materials)

## ASSESSMENT

Assessment needs to be a part of pedagogical practices and should be 'on-the-go assessment'. This is to be based on the attainment of competencies leading to holistic development of all children. It should be done informally through continuous systematic observation of children's participation in play and other activities. For example, efforts should be made to ensure that the age-specific expected learning outcomes for children in *Balvatika* are achieved by the end of the academic year. The experiences provided during the transaction of the curriculum should only be assessed. There should not be any paper-pencil tests and examinations in *Balvatika*.

### Types of Assessment

There are two types of assessment that are appropriate for *Balvatika*, i.e., observation of the child and analysing the artefacts that the child has produced as a part of their learning experiences.

**Observation of the child:** Observation of the child across time provides comprehensive understanding of the child's learning. Children show their understanding by doing, showing and telling.

Continuous systematic observation for assessment involves planning, gathering information, reflecting and conducting assessment.

Following are the tools that are used for observation:

**(i) Checklist:**

List of learning outcomes, behaviours, or traits of a child expected to be achieved (teacher must mark 'yes' or 'no')

**(ii) Anecdotal records:**

Provides a brief and factual description of a situation, incident or behaviour

**(iii) Rating scale:**

Indicates the degree of assessment of an accomplishment

**(iv) Event sampling:**

Recording an action in a span of 10 minutes throughout a one-hour activity

**(v) Portfolio:**

Includes work samples, photographs, drawings of children

**(vi) Worksheets:**

Worksheets contain tasks that children perform and respond in writing. Teacher analyses responses in worksheets which gives clear understanding of learning level of the child.

Learning in *Balvatika* is 'development oriented'. Continuous informal assessment of the child in terms of attainment of curricular goals, competencies and learning outcomes is essential.

## Assessment Tools

**(i) Checklist:** A checklist is a tool for identifying and recording whether a child has accomplished the listed learning outcome. It includes a list of learning outcomes, behaviours, or traits of a child in a particular area of development. A teacher has to determine whether the child has accomplished them or not. The teacher has to mark on the checklist as YES or NO to indicate whether the child exhibits the behaviour during the observational period or not.

**A sample checklist for observation of skills for fine-motor development is given for reference.**

Sl. No.	Fine motor skill	Quarter 1		Quarter 2	
		Yes	No	Yes	No
1	Demonstrates skill in cutting paper				
2	Draws on paper using crayons/ pencils				
3	Prints with fingers				
4	Pours from glass				
5	Draws a straight line				

The assessment of the child should be done individually and should cover all the aspects of development, i.e., socio-emotional, physical-motor, cognitive and language.

Sl. No.	Listening and speaking	Quarter 1		Quarter 2	
		Yes	No	Yes	No
1	Listens with attention				
2	Recites, repeats small poems				
3	Able to follow 2 or 3 step instructions				
4	Responds to questions through sentences appropriately				
5	Uses appropriate vocabulary and speaks in complete sentences				

Reference: NCF-FS (2022)

**(ii) Anecdotal records:** An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern. When a specific event catches the attention of the teacher, they can write a narrative account of the event as soon as possible. An anecdotal record is an observation of what children say and do while they are engaged in a particular activity.

**(iii) Rating scale:** The purpose of a rating scale is to help teacher and parents gather and share information about children with specific attention to characteristics that show the learning / developmental progress or early signs of learning difficulties. This may help teachers and parents to reflect systematically and help them to provide additional support to children.

**(iv) Event sampling:** Each time a targeted event occurs, the teacher captures, in writing, as many details as possible from the beginning of the event until the end. Event or frequency sampling is especially useful when teachers want to redirect children's unacceptable behaviour or actions. Teacher checks off the number of times an unacceptable behaviour or action occurs. If the teacher wants to assess certain behaviour or actions at regular intervals to understand the intensity of the problem, they can do it in 'time sampling' like recording an action in the span of 10 minutes throughout a one-hour activity.

**(v) Portfolio:** A portfolio is a collection of significant work samples and records of children in a folder showing many dimensions of child's learning. It is a compilation of children's artwork, painting, craft work, collage making, photographs of children in action, videos/ sound recordings too if possible. It provides the evidence of efforts and accomplishment of specific learning outcomes.

Portfolios illustrate the progressive improvement in child's abilities over a period of time, for example, improvement in fine motors skills, eye-hand coordination, scribbling to structured drawings/writing, etc. Teacher should analyse the portfolio of the child with regard to specific learning outcomes and mark the child's progress against competencies.

**(vi) Worksheets:** Worksheets contain tasks that children perform and respond to in written form. These tasks can be designed to achieve specific learning outcomes. Worksheets can be used as effective assessment tools by teachers. Analysing student responses in worksheets can give the teacher a clear understanding of the learning level of the child.

In *Balvatika*, observation of the child's behaviour and responses during various play activities, e.g., through puzzles games, etc., is done by the teachers or caregivers.

### Trainers need to guide teachers to—

- Develop and maintain Holistic Progress Card for *Balvatika* I, II and III.
- Maintain various records, registers and *Balvatika* Activities Calendar systematically.
- Share the Holistic Progress Card of *Balvatika* with Class I teachers.
- Plan learning experiences based on child's progress in learning.

## RECORDING THE PROGRESS OF CHILD'S DEVELOPMENT AND LEARNING

It is important to record and share the progress of child's development and learning with parents and other stakeholders to help the child progress and to address the developmental delays/learning gaps. The *NEP (2020)* recommends Holistic Progress Card (HPC) for recording and reporting children's progress in learning and development. The HPC is a holistic, 360-degree multidimensional report that reflects, in detail, the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.

To track the term-wise progress of each child, Holistic Progress Card for all three age groups (3–4, 4–5 and 5–6 years) have been given in *Annexure IX, X and XI*, respectively.

Suggestions to record the progress of the children's learning:

- Develop each child's portfolio.
- Observe children when they are engaged in different learning experiences.
- Know what competencies or skills to observe.
- Focus on observing small groups of children at a time.
- Write anecdotes for what has been observed.
- Remember to be objective in your observation.
- Assess the progress of each child considering the previous level as a reference point.
- Do not compare an individual child with other children.
- After assessment, use the observation record of each child to help them further; to plan the learning experiences; to share the progress or delays with parents and to modify the programme further.

The knowledge and professional skills can be improved by well-planned and systematic training programmes. Teachers need to upgrade themselves professionally by reading the latest researches or literature related to ECCE pedagogical practices. They also need to enrol themselves in training programmes or refresher courses organised by teacher training institutions like NIPCCD, NCERT, SCERTs, DIETs, etc., time to time.

### Note:

Suggestive capacity building programme schedule and a follow-up observation proforma has been enclosed in *Annexure VII and VIII* for reference. It can be adapted or adopted as per need. Some examples of workshop on puppet making or organising activities with songs and rhymes have been given in the programme schedule in *Annexure II and III*.



# ROLE OF TEACHERS, PARENTS/ CAREGIVERS AND COMMUNITY

Teachers play a pivotal role in the learning-teaching processes in *Balvatika*. They are responsible for shaping the future of children. A child at this stage needs a teacher and caregiver who has the sensitivity, understanding and skills to handle the young child and can stimulate their learning.

## Characteristics of a Good Teacher

- Well equipped with aptitude, knowledge and skills
- Ready to learn and open-minded to accept new things and ideas
- Interacts and communicates meaningfully by understanding the level of children
- Pleasant, energetic and innovative with good sense of humor
- Patient and emotionally stable
- Sensitive to accept individual differences
- Warm and compassionate
- Good listener, speaks politely and uses correct language
- Accepts and appreciates social-cultural context of the children
- Uses skills in creative and performing arts as additional resource

## RESPONSIBILITIES OF *BALVATIKA* TEACHERS

The role of *Balvatika* teachers is very challenging. They have to plan the activities and design a learning environment that suits the varied needs of children (of same or different age-groups) in the classroom. At the same time, they are expected to communicate the developmental delays observed (if any) to their parents.

In order to create an appropriate learning environment, a teacher has many responsibilities with respect to curriculum, children, parents/families and community.



## Responsibilities of *Balvatika* Teachers

<b>Curriculum</b>	<b>Children</b>	<b>Parents</b>	<b>Community</b>
<ul style="list-style-type: none"> <li>• Know the curriculum and content thoroughly</li> <li>• Understand curricular goals, age-wise competencies and learning outcomes while planning activities</li> <li>• Make year/ week/ days plan</li> <li>• Use a variety of learning-teaching methods and material (local/ contextual)</li> <li>• Create appropriate learning environment</li> <li>• Organise display boards according to themes/ projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide safety and security</li> <li>• Provide warmth and care</li> <li>• Educate on basic concepts, recap and reinforce</li> <li>• Encourage social interactions</li> <li>• Encourage creative thinking</li> <li>• Instil a sense of order or discipline</li> <li>• Acknowledge individual differences</li> <li>• Talk in mother tongue or child's language</li> <li>• Provide equal attention and opportunities to all children</li> <li>• Inculcate moral values organically</li> <li>• Trust the child's ability</li> <li>• Use encouraging words</li> <li>• Accept the children as they are</li> <li>• Listen to children</li> <li>• Empathise with children</li> <li>• Respect their views</li> <li>• Know their needs</li> <li>• Resolve conflicts democratically</li> <li>• Explain the difference between right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Make parents' partners in child's learning</li> <li>• Sustain relationship</li> <li>• Keep the communication open and continuous</li> <li>• Meet during drop off and pick up time</li> <li>• Home visits</li> <li>• Organise PTMs</li> <li>• Involve parents in activities, e.g., story-telling, gardening, food festival, toy making, etc.</li> <li>• Seek help as resource during field-visits etc.</li> <li>• Empower parents by organising workshops for them</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of ECCE</li> <li>• Seek help of community as resource</li> <li>• Involve community in events, e.g., <i>Balmela</i>, exhibition, field-visits, etc.</li> <li>• Meet local leaders/ <i>Sarpanch</i>/ volunteer, invite them to school and seek support for health check-up, drinking water facility, making child-friendly toilets, etc.</li> </ul>

### Building positive relationship between teachers and children

Conducive environment in *Balvatika* is greatly impacted by the kind of relationship that teacher develops and maintains with the children. For maintaining this relation, the teacher must consider the following points:

- Know each child individually — their names, homes, families, interests, needs, etc.
- Appreciate children’s work and their efforts.
- Emphasise values or *sanskaras* whenever opportunities arise in the everyday interactions.
- Maintain interest and enthusiasm throughout the day.
- Encourage children to ask questions.
- Show attention to all children: the active ones as well as the introvert children.
- Observe children keenly to discover how each child thinks, reasons and responds to different situations.
- Avoid criticisms and threats.
- To maintain focus on a child, understand the child’s level and maintain eye contact while interacting or explaining in the class.
- Recognise and respond to the emotions and moods of children through conversation, storytelling and playing together.

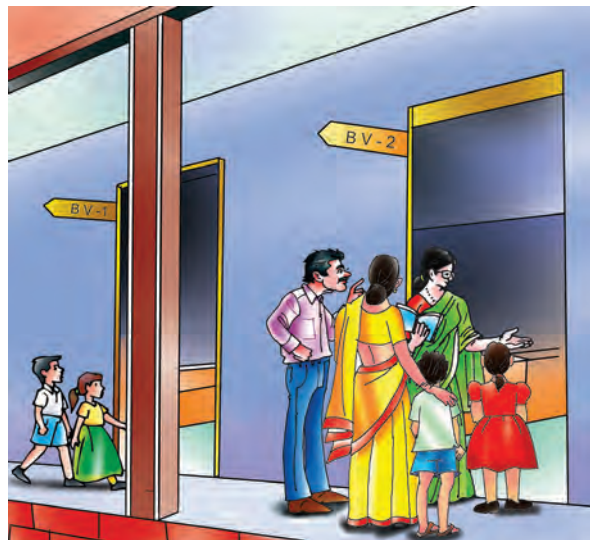


### PARENT INVOLVEMENT

Members of the family can be involved in multiple ways because their contribution is not only beneficial but also critical to child’s holistic development including inculcation of virtues and *sanskaras*. The process of involving families requires sensitivity, trust, flexibility, responsive listening and a supportive, nurturing attitude.

#### Ways of Involving Parents

- Invite parents to school and engage them in the classroom activities so that they can observe and understand the learning-teaching processes.
- Involve parents in *Balvatika* programme to support as volunteers in conducting the activities and field trips.
- Invite parents to demonstrate their special talents and skills for the benefit of all children.
- Visit children’s houses to understand their background or cultural diversity and to deal with them empathetically.
- Organise parent-teacher meetings once a month or as required.



- Meet parents when they come to drop off or pick up their children.
- Involve parents in the school management committee as members so that parental concerns can be addressed.
- Keep in touch with parents through daily messages and emails and update them about school activities or in case of other issues.
- Involve parents in cultural programmes, routine activities, developing resource material, etc.

### **Empowering Parents**

Organise parent education programmes. Teach parents simple skills related to recitation, storytelling, preparation of puppets and low-cost fun toys, etc. This will not only help the teacher but also improve the quality of interaction between parent and child. Organise orientation programmes for parents, make them aware of developmental milestones, dangers of pushing a child beyond what they are ready for, social, emotional, and nutritional needs of the child, significance of play and early stimulation in child’s development, pedagogy used in *Balvatika*, significance of teaching in mother tongue, role of parent and community in child development.

#### **Advice to Parents and Families**

- The child must be brought to school regularly and on time.
- The school authorities must be informed about the identity of the person who will be bringing and taking the child from the school.
- Seek proper permission from school to take the child early.
- Meet the teachers to discuss the child’s progress or problems, if any.
- Keep a regular check on the notices regarding school activities and holidays.
- Attend parent-teacher meetings regularly.



## COMMUNITY INVOLVEMENT

Children are the worthy asset for a nation. Child upbringing is the combined responsibility of parents, families and community. To develop a family-centric society and child-centric family, socio-familial understanding towards children is important. There are many benefits of community involvement such as:

- It develops a sense of belongingness in the children.
- Children develop understanding about community; develop social skills and social awareness.
- Children learn to easily get along with others in the society.
- Community can provide physical resources as well as experts' help to the school.
- Community can encourage good practices in schools by providing recognition and rewards for good work.

Only if the community is aware, the needs of children can be fulfilled. Community awareness could be achieved through the following:

- Conducting Awareness Generation Programmes using folk songs, street plays, puppet shows, *jathas*, rallies, etc.
- Making the presence of schools felt by organising events where community can participate like festival celebrations, sports events, *bal-mela*, etc.

Once the community recognises the need of early childhood education, ownership of the *Balvatika* among the community members would inevitably develop. It is commonly observed that the community members help the schools in many ways, such as providing drinking water, providing space for school, playground and other resources. Few members from the community can be appointed in various capacities in the School Management Committee. They may not be trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards fulfilling the objectives of *Balvatika*.



## Ways of Involving Community

Teachers should encourage all parents and community members to become active partners, and help in making the school an integral part of the community. The community could be involved to support the school in several ways such as:



- Direct participation of local community members in school activities, e.g., as School Management Committee (SMC) members to ensure enrolment and regular attendance of children, to share observations with teachers, to provide support in preparation of school development plans, etc.
- Include local community members as volunteers in the learning-teaching processes in *Balvatika*.
- Use community as resource and as support to improve children's learning and development.
- Discuss with community leaders, if any support is required like playground, facility for drinking water, additional rooms, better nutritional support to children, etc.
- Seek community support in providing exposure to children regarding various activities in the community like pottery, carpentry, poultry, fisheries, farming, health centre, school, etc.

This way, involvement of both parents and community can enrich the learning-teaching environment for children. Their help must always be sought by the schools to bring out the best in children.

Family and community involvement contributes in learning of children. They are the role models for children. When there is collaboration between teachers, parents and communities, children do better academically, behaviourally and socially.



## Part II



## **Suggestive Activities for *Panchakoshiya Vikas***

## **Part II**

*Suggests domain-wise activities for Panchkoshiya Vikas. These activities are competency-based and are interdependent and interrelated, for example, while conducting activities in one domain, children will also be able to develop competencies related to other domains. Similarly, activities included in one curricular goal may lead towards the development of other curricular goals also. One activity may address different competencies and learning outcomes.*



# ***Annamaya and Pranamaya Kosha***

## ***Annamaya Kosha (Physical Development)***

*It is the outermost layer, the gross physical body that represents muscles and bones. It is nourished and maintained by 'Anna', the food we eat, so it is called Annamaya. It is developed by eating healthy and nutritious food, maintaining hygiene and good habits, doing exercise and yoga.*

## ***Pranamaya Kosha (Physical and Motor Development)***

*It is the vital energy of the body. It governs all the hormones and digestive enzymes. It is developed by eating healthy and nutritious food as well as by following healthy routine, including sound sleep. Also, it is nurtured by breathing practices, like pranayama, asana, exercises, and physical activities, like running, jumping, cycling, swimming and so on. It is reflected as vigor and vitality, enthusiasm, courage and agility.*

## **CURRICULAR GOALS (CG) RELATED TO *ANNAMAYA AND PRANAMAYA KOSHA***

- CG-1:** Children develop habits that keep them healthy and safe
- CG-2:** Children develop sharpness in sensorial perceptions
- CG-3:** Children develop a fit and flexible body

# ANNAMAYA KOSHA AND PRANAMAYA KOSHA

## PHYSICAL AND MOTOR DEVELOPMENT

### CG-1: CHILDREN DEVELOP HABITS THAT KEEP THEM HEALTHY AND SAFE

- Monthly check-up of height, weight and general health.
- Ensure immunisation and maintain the record of the same.
- Make provisions for supplementary nutrition.
- Provide nutritious and balanced diet or ask children to bring healthy food items.
- Encourage children to use the toilet appropriately, and ask them to wash their hands after using the toilet.
- Make rules and develop a sense of rule to ensure safety from fire, sharp objects, electric points, open drain or potholes, road, strangers, etc.


#### C-1.1: Shows a liking and understanding of nutritious food and does not waste food

#### Activity 1

#### MY FAVOURITE FOOD



<b>Material required</b>	Real food items and non-eatable objects or picture cards of different food items and non-eatable things
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Put the picture cards of eatable and non-eatable items in a bowl. Call the children one by one and ask them to pick one picture card and identify the picture, as 'eatable' or 'non-eatable'. If it is the picture of an eatable item, ask the child to handover to you, otherwise keep it back in the bowl. (This can also be used as an assessment activity.)



<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Play a game — ‘Complete the sentence’.</li> <li>• Make children sit in a semicircle.</li> <li>• Let them think of their favourite sweet. Start from the child sitting next to you and ask them to think about their favourite sweet and say a complete sentence, for example, ‘I like <i>jalebi</i>’, then the next child will say, ‘I like <i>rasgulla</i>’, and so on. After completion of the activity, let the children clap and express their joy.</li> </ul>	
<b>Variation</b>	Play a similar game for vegetables, and fruits. Ask the children to reply in a complete sentence.	
<b>5–6 years</b>	Divide children into small groups. Ask children to draw together pictures of their favourite food items on a chart paper and label them with your help. Let the groups present their drawing in front of the class.	
<b>Variation</b>	Make a poster with children showing what to eat or drink daily and what can be eaten occasionally. Encourage children to draw healthy food items, fruits and vegetables at home. Talk to children about the importance of balanced diet and about healthy and unhealthy food items.	
<b>Other competencies addressed</b>	Observation, vocabulary development, creative self-expression, communication, self-care and hygiene, sensory perception, visual memory, shows liking for healthy food and learn not to waste food.	
<b>What can be observed?</b>	The child identifies things that can be eaten, names variety of foods, eats food independently without spilling during meal time, identifies healthy or unhealthy food, uses memory, recalls food which can be eaten, etc.	

## Activity 2

### HAPPY MEAL TIME



<b>Material required</b>	Cardboard, sketch pens, scissors, double-sided tape	
<b>Age group</b>	<b>How to conduct the activity?</b>	
<b>3–4 years</b>	Let the children sit together with their lunch box during break-time/recess and talk to them freely. Ask them to express their feelings. You may get varied responses. Probe them by asking, “Are you all hungry?” and wait for their responses. Ask them what would happen if we do not eat food? Let them think. You may get varied responses. Through free conversation, help children understand that we should eat food daily and on time, and should not waste food. Food helps us to grow, be healthy, strong and energetic. Ensure that all children wash their hands before and after eating, and throw waste like peel, food wrappers, etc., into the dustbin.	

<b>Variation</b>	Make a placard with break-time/recess written on it. Let the children display the placard during recess time so that all of them start winding up to get ready to eat food by taking out their tiffin box, water bottle and washing their hands. Children may take turns to display the placard.
<b>4–5 years</b>	<p>During break-time, encourage the children to talk about what they are eating, how it tastes, etc. Discuss with them ‘why they need food’. Make them aware of the value of food. Sing a song/rhyme according to the local context or chant a <i>shloka</i> to show gratitude towards food.</p> 
<b>Variation</b>	Let the children close their eyes and pray silently and thank God for the food we eat, the water we drink and the air we breathe.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• During break-time, after all the children have settled down, ask simple riddles like ‘I have brought something to eat, which is red in colour, eaten raw, and sometimes cooked as well’. Guess what it is. Ask more such riddles.</li> <li>• Encourage them to think and ask their friends to solve these simple riddles related to the food that they have brought.</li> <li>• Motivate them not to leave food in the tiffin or plate and not to waste food. Let them talk about the importance of food in the class. Encourage them to thank God by closing their eyes for a few seconds, or by singing a song/rhyme or chant a <i>shloka</i> according to the context.</li> <li>• Talk to children about the role of people, and how they help us, such as farmers. Express gratitude for them.</li> </ul> 
<b>Variation</b>	Show the pictures/posters of leftover food during parties/feast or foods thrown in dustbins. Also, show them pictures of people starving, not getting any food to eat and of weak and sick people. Let the children think what can be done to get rid of these problems. Sensitise them not to waste food, and to share food with the needy people. Sensitise their parents as well not to waste food at home.
<b>Other competencies addressed</b>	Communication skills, rational thinking, positive learning habits, sharing and cooperation.
<b>What can be observed?</b>	The child values food, eats without wasting food, takes appropriate portions of food to eat.

### Activity 3

#### LET US MAKE A FOOD CHART



<b>Material required</b>	Chart of food items, puppet
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Prepare a picture chart of daily food items (like <i>dal</i> , <i>roti</i> ), fruits and vegetables, including milk and curd. Keep/hang this picture chart at an eye level of children. Let the children look at the picture chart and identify and share with the teacher about their favourite food items. Make puppets of fruits and vegetables with children and sing/recite a related rhyme.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Make a display board with pictures of fruits and vegetables. Children learn the names of different fruits and vegetables.</li> <li>• Bring real fruits, vegetables and different grains to the class. Let the children touch them, smell them and then ask them to taste the fruits and vegetables that can be eaten raw. Ask them about their taste, colour, smell and so on.</li> <li>• Ask the children to identify and name the fruits and vegetables they have eaten. What do they call them in their language? How do they eat it: raw or cooked? Ask them why we should eat fruits and vegetables every day.</li> <li>• Sing rhymes/songs related to fruits/vegetables. Ask them from where they get fruits and vegetables. Let them perform a role play of vegetable seller, fruit seller and farmer.</li> </ul>
<b>Variation</b>	The children can make vegetables and fruit stick puppets with the teacher by using the cut-outs of fruits and vegetables and pasting them on sticks. Organise a puppet show to sensitise children about the importance of eating healthy foods.
<b>5–6 years</b>	Organise a <i>food mela</i> and involve parents and community members, and let the children get awareness on healthy food items. Arrange healthy food items like peanuts, jaggery, roasted <i>chana</i> , fruits, lemon, vegetables, etc. Let them enjoy eating mixed peanuts, jaggery and roasted <i>chana</i> . Let parents prepare healthy snacks, fruit chaat, lemonade, etc., and serve the same to children. Ask the parents to involve the children in simple fruits and vegetables cutting, mixing of peanuts, jaggery and roasted <i>chana</i> .

**Variation**

- Do a puppet activity related to healthy food. Make worksheets on healthy food items and ask the children to tick the healthy foods.
- Make a healthy food maze. Help *Ravi* to pass through the maze. Ask them to trace his way through all the healthy treats.



- Let them understand the importance of healthy food items. Keep a weighing machine in the class and let the children measure each other's weight. Talk to the children about the importance of nutritious food for their physical growth and healthy body.
- Let them compare their height in groups of three and tell who is tall, taller and tallest in the group.

**Other competencies addressed**

Sorting, classification, logical reasoning, interacts comfortably, cooperates, responds positively, vocabulary, creates art work and appreciates, healthy and safe habits, sharpness in sensorial perceptions, visual memory, differentiates between shapes, colours, holistic awareness.



**What can be observed?**

Awareness about healthy foods, participation and involvement, curiosity, memory, recalling, attention, decision making, liking for nutritious food and does not waste food, safe use of material and simple tools.

## C-1.2: Practices essential for self-care and hygiene

### Activity 1 SING A SONG



<b>Material required</b>	Collection of rhymes and songs, stick puppets related to body parts
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	<p>Rhymes and songs are effective in carrying relevant messages to children. For example, Sing the given song:</p> <p style="text-align: center;"><i>Here we go around the mango tree, Mango tree, mango tree Early in the morning This is the way we brush our teeth Brush our teeth, brush our teeth Early in the morning This is the way we comb our hair...</i></p> <p>(Continue the song for face wash, hand wash, etc.) While singing the song, clap and do actions. Repeat the song three to four times. Talk about cleanliness.</p>
<b>Variation</b>	<p>Conduct a free and structured conversation associated with the routine activities related to personal hygiene. Discuss health, nutrition and sanitation-related issues with the children in the classroom and with parents during PTM or planned/occasional meetings.</p>
<b>4-5 years</b>	<p><b>हाथ धुलाओ भाई</b>  “साबुन आओ  पानी आओ  मिलजुल कर  मेरे हाथ धुलाओ  हाथ धुलाओ भाई, हाथ धुलाओ  हाथ धुलाओ भाई, हाथ धुलाओ॥”</p>  <p>Sing the song with <i>dafli</i>/tambourine. Sing this song with actions. Repeat the song three to four times. Let the children understand the importance of cleanliness.</p>
<b>Variation</b>	<p>Dramatisation of situations, e.g., activity of getting ready in the morning. Introduce self-grooming items like comb, nail cutter, tooth brush, etc., and ask them what would happen if we do not care for ourselves. Motivate children to take a bath daily and come to school neat and tidy.</p>



<p><b>5-6 years</b></p>	<p style="text-align: center;"><b>हाँ जी हाँ, ना जी ना</b></p> <p>तुम खाना खाते हो? हाँ जी हाँ, हाँ जी हाँ</p> <p>तुम खाने से पहले हाथ धोते हो? ना जी ना, ना जी ना</p> <p style="padding-left: 40px;">खाने की हाँ, हाथ धोने की ना, ऐसे कैसे चले जहाँ?</p> <p>तुम गंदा करते हो? हाँ जी हाँ, हाँ जी हाँ</p> <p>तुम सफाई भी करते हो? ना जी ना, ना जी ना</p> <p style="padding-left: 40px;">गंदे की हाँ, सफाई की ना, ऐसे कैसे चले जहाँ?</p> <p>तुम कपड़े पहनते हो? हाँ जी हाँ, हाँ जी हाँ</p> <p>तुम कपड़े धोते भी होगे? ना जी ना, ना जी ना,</p> <p style="padding-left: 40px;">पहनने की हाँ, धोने की ना, ऐसे कैसे चले जहाँ?</p> <p>(कमला भसीन द्वारा रचित मूल कविता के आधार पर)</p> <p>शिक्षक/शिक्षिका इसी धुन पर इस कविता को आगे बढ़ा सकते हैं, जैसे –</p> <p>खाने की हाँ, हाथ धोने की भी हाँ, गंदे की ना, सफाई की हाँ, पहनने की हाँ, धोने की भी हाँ ऐसे चले जहाँ</p> <p>Sing the song with actions using any musical instrument. Repeat the song three to four times. Let the children enjoy the song and encourage them to develop hygienic habits.</p>
<p><b>Variation</b></p>	<p>Place a mirror in the class at the children's height. Let them observe themselves, their clothes, teeth, hair, etc., and how do they feel when dressed nicely. Ask them to wear shoes on their own.</p>
<p><b>Other competencies addressed</b></p>	<p>Practice self-care and hygiene. Development of healthy habits, recognising self, interacts, responds positively to social norms, cause and effect, uses appropriate tools, listens and appreciates songs.</p>
<p><b>What can be observed?</b></p>	<p>The children maintain self-care and hygiene, can wear clothes and shoes on their own, wash hands when dirty, before and after eating, and after using the toilet.</p>



## Activity 2

### CLEAN, CLEAN, CLEAN



<b>Material required</b>	Water bucket, fruits (model/real), towel, vegetables (model/real)
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Demonstrate how to wash hands, maintain personal cleanliness, eat their food without spilling, use the toilet appropriately, put garbage in the dustbins, etc. Let the children follow you. Ask them to dry their hands after washing.
<b>Variation</b>	Ask the children to wash their hands and clean up before meals or after playing in the mud/sand or clay.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Show the children how to wash their hands by following all the steps.</li> <li>• Talk about cleanliness. After outdoor play or mid-break, take them to the toilet and guide them to use it correctly and flush it with water after every use. Ask them to wear footwear when going out.</li> <li>• Make sequence cards on the steps of washing hands, mix them up. Let them arrange in the correct order and talk about the importance of washing hands.</li> </ul>
<b>Variation</b>	Use snack time appropriately. Snack time provides the opportunity of learning many good habits, such as waiting for others, expressing gratitude before eating, eating without spilling, putting waste paper or peel in the dustbin, placing things in the allotted place, etc.
<b>5–6 years</b>	Make small groups of children, provide real/dummy fruits to each group and encourage children to wash them. Talk about why it is necessary to wash fruits and vegetables before eating.
<b>Variation</b>	Play the ‘snakes and’ ladders game with a dice. Introduce the concept of healthy and unhealthy habits through this game. Explain the rules, you will climb up the ladder if you follow a healthy habit, and you will come down if you follow unhealthy habits.
<b>Other competencies addressed</b>	Development of healthy habits, fine motor development, understands oral instructions, observes and understands cause and effect, shows cooperative behaviour, responds positively to social norms, awareness of self-care, etc.
<b>What can be observed?</b>	Use personal care objects on their own, maintain cleanliness, wear footwear while going out, practice self-care and hygiene without others’ help.

## Activity 3

### LET US CHOOSE




<b>Material required</b>	Plates, clothes, books
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Keep four to five clean and unclean (which have not been used for a long time) plates and spoons. Ask them to pick up a plate while getting ready for the mealtime. Observe which plate the children choose to pick. Discuss why they have picked up a particular plate.
<b>Variation</b>	Keep one dirty and one clean hand towel for wiping hands. Ask them which one they would like to use and why.
<b>4–5 years</b>	Ask the children what do they wear when they go out with their family or come to school. Which type of clothes they would like to wear: clean or dirty? Why? How to keep clothes neat and tidy? Who washes your clothes? How?
<b>Variation</b>	Talk to the children about brushing their teeth. What happens if we do not brush our teeth daily? Demonstrate how to clean the teeth with actions and sing a related rhyme. Show the model of neat and clean white teeth, and also of yellow teeth or a decaying tooth. Ask them which one do they want and why? What should they do to get clean teeth?
<b>5–6 years</b>	Organise a drama related to hygiene and cleanliness. Let the children do a role-play in small groups involving the given characters: doctor, a small boy (who often falls sick and thus misses school), a teacher and a parent. Divide the roles among children. Give them some dialogues and by enacting this drama, sensitise them about health, hygiene/cleanliness and the importance of having healthy food.
<b>Variation</b>	<ul style="list-style-type: none"> <li>Organise a puppet show for children on the importance of eating healthy food.</li> <li>Make groups of 4–5 children in the class and let them measure each other's height using long paper strips. Write their name on the respective strips and paste them on the wall in such a way that they can be compared, let children observe this and identify 'who is the tallest'. Relate this with eating of nutritious food, drinking water, exercise, proper sleep, maintaining cleanliness/hygiene and so on.</li> </ul>
<b>Other competencies addressed</b>	Development of healthy habits, positive learning habits, creativity, responds positively to social norms, different thoughts and preferences, understands cause and effect relationships.
<b>What can be observed?</b>	Children select and use clean things, wash the things that are dirty and maintain cleanliness.

## C-1.3: Keeps school or classroom hygienic and organised

### Activity INDOOR PLAY



<b>Material required</b>	Empty cartons of shoes, toys, gum bottle, double-sided tape, old newspapers
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>Let the children play in activity areas. Encourage them to clear the play area by keeping the toys/materials back to their storage place once the play time is over. Use dustbin to dispose of waste and keep the classroom clean and tidy.</li> <li>Let the children decorate the class with small plants, toys and displays, keeping the crayons, pencil, etc., in a bowl/box, and keeping their belongings in the right place.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>During and after meal time, ask them to dispose the peels of fruits or any waste paper in the dustbin kept in the class. Involve children in making a dustbin using packaging/carton materials and use it to throw the waste.</li> <li>If we keep each thing in the right place, we feel organised and it helps us to find things easily. Inculcate these feelings among children.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Provide pictures from old magazines/newspapers, chart papers, scissors, colours, gum bottle, etc., for decoration.</li> <li>Ask them to come together to make the classroom beautiful by decorating it with their drawings, collage works, etc. Let them bring waste material from home which can be reused for decoration. Let them use their creativity to make things which will make their classroom attractive.</li> </ul>
	
<b>Variation</b>	<ul style="list-style-type: none"> <li>Organise a corridor/display board/school ground decoration and cleanliness drive.</li> <li>Let the children make a crayon/toy box and decorate it. Ask them to keep and retrieve their personal belongings like bags, bottles, shoes, etc., at their place.</li> </ul>
<b>Other competencies addressed</b>	Creativity, imagination, aesthetic sense, practices safe use of material and simple tools, demonstrates coordination and flexibility, cooperative behaviour, helpfulness.
<b>What can be observed?</b>	Association of a thing with its appropriate storing place; maintain their personal belongings in a good shape; wash their lunch box, plates and utensils; use dustbin to dispose waste.

## C-1.4: Practices safe use of material and simple tools



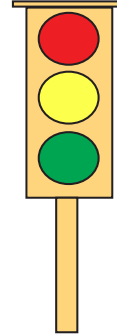
### Activity

### LET US USE AND LEARN


<b>Material required</b>	Child-friendly knife and scissors, apple, rope
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>Organise a drawing activity and let the children draw any picture of their choice, and colour or paint it using appropriate tools like crayons, paint brushes, etc.</li> <li>Provide opportunity for using child-friendly knife to cut cakes/pastries during birthday celebration in the class.</li> <li>Organise a cutting and pasting activity to decorate a carton box for children, and let them use child-friendly scissors for cutting various shapes and pasting them on the carton box to decorate it. Let them use this carton for keeping their stationery items.</li> <li>Organise a puppet show to sensitise them on safe use of objects like knife, scissors, matchsticks, etc.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Take a child-friendly scissors and encourage children to cut the paper on the dotted lines. Guide them to handle the scissors while cutting papers and pictures from old magazines and newspapers, and using a knife carefully for cutting cakes/pastries.</li> <li>Let them play with blocks carefully so that nobody gets hurt.</li> <li>Organise a sand play activity for children. Let them enjoy the sand play time with the appropriate equipment like shovels, small buckets, molds, etc. Make them aware about how to use the sand in the sand pit to make a house, road, temple, etc., and not to throw sand on others while playing.</li> <li>Plan a role play or drama wherein children can enact and talk about safe use of play materials and tools.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>In the dolls area, keep a kitchen set with play knives, stoves, and dummy matchsticks, etc. Let the children pick a plastic knife and act as if they are cutting vegetables, carrying water and other required material for cooking. Talk to them about what they are cooking and what ingredients they are using, etc. Ensure that they learn to use tools with care.</li> <li>Ask the children to think about the process of preparing tea. Let them do a role play involving activities such as eating food, drinking water, getting ready for office, etc.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Plan a gardening activity using child appropriate gardening tools. Ensure that they use them under your supervision.</li> <li>Arrange the pictures of both hazardous and non-hazardous items and ask them to classify the same.</li> </ul>

<b>Other competencies addressed</b>	Safe use of materials and various tools, demonstrates coordination and flexibility, cooperative behaviour, helpfulness.
<b>What can be observed?</b>	Demonstrates awareness of safety, self-care, and builds on the related vocabulary.

### **C-1.5: Understands the importance of safety in movements (walking, running, cycling) and acts appropriately**



#### **Activity ROAD SAFETY**

<b>Material required</b>	Red, yellow and green colour cards (Big size)
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Help children learn three main traffic colours: red, green, and yellow. Arrange two boards: green coloured and red coloured. Let the children stand in a circle. Give instructions: when they see a green board, they must run, and when they see a red one, they must stop. Enable them to relate their specific actions with red colour and green colour with respect to traffic lights. Discuss the concept of traffic lights with them.
<b>4-5 years</b>	 <p>Make one child wear a traffic light outfit (made up of cardboard/cloth/chart paper) and let other children say: 'Red light, red light; what do you say?'. The child wearing the outfit says, 'stop, stop, stop'. Then other children ask: 'Green light, green light, what do you say?' The child wearing the outfit says, 'Go, go, go'. Similarly the yellow light says 'wait, wait, wait'.</p>
<b>5-6 years</b>	Draw a big square on the ground and make a child stand with three colour cards in the square. At some distance draw a road with zebra crossing lines. Ask other children to act as they are driving on the road. Now let the child in the square show green colour. You call out the name of the colour loudly to reinforce. Give instruction to the children that they should drive on the road when they see/hear green. When they see/hear red, they have to stand still; when they see/hear yellow, they have to wait and be alert. With this activity, they will learn about road crossing and road safety rules. Talk to them why they should follow the traffic signals.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children make traffic lights using red, green and yellow coloured paper as an art and craft activity and talk about it. Recite the related rhymes/poems.</li> <li>• Show a video of traffic signal activity/songs on road safety/organise role play, etc.</li> </ul>



<b>Other competencies addressed</b>	Develop awareness for self-protection, practice safe use of materials and simple tools, shapes, colours, precision and control in working with their hands and fingers, etc.
<b>What can be observed?</b>	The children identify traffic lights and other traffic symbols also such as zebra crossing, follow road safety rules and avoid danger.



### C-1.6: Understands unsafe situations and asks for help

#### Activity

#### STORYTELLING/PUPPET SHOW



<b>Material required</b>	Picture cards, story cards, puppets
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>Narrate a story to give a message on not to accept toys, chocolates, money or other things from strangers.</li> <li>Narrate a story to make them aware to maintain safe distance from ponds, lakes, rivers, etc.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Talk about the safety of body parts. Ask the children about safe and unsafe situations by showing the given situations on chart papers: playing on road, going near fire, putting finger in eyes/nose, keeping hand/face outside bus window, walking on footpath, walk on left side of the road, etc. Let them discuss which situation is safe and which one is unsafe.</li> </ul> <div style="text-align: center;">  <p><b>Safe</b></p>  <p><b>Unsafe</b></p> </div> <ul style="list-style-type: none"> <li>Also, talk to them about the risks involved in going near burning stove/ gas burners, switches/cables, walking barefoot, etc.</li> </ul>

<p><b>4–5 years</b></p>	<ul style="list-style-type: none"> <li>• Narrate a story or organise a puppet show related to the safe and unsafe situations involving children.</li> <li>• Encourage them to have open communication with their parents or teachers about their safety. Reassure them that their safety is of our concern and whenever they feel unsafe, they should go and talk to a trusted family member or teacher.</li> </ul>	
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Prepare worksheet/picture cards related to Dos and Don'ts related to safety concerns.</li> <li>• Help them memorise the phone numbers of parents and know their home address.</li> <li>• Show small cartoon films/stories concerning safe and unsafe situations.</li> </ul>	
<p><b>5–6 years</b></p>	<ul style="list-style-type: none"> <li>• Narrate stories or organise a drama/role play to make children aware about their safety and approach a trusted adult (parent/teacher/guardian), if they are uncomfortable from anyone in the family or outside.</li> <li>• Tell them not to go anywhere without informing the teacher or parents/family members. Always use main road to go to the school/playground and avoid shortcuts and isolated areas.</li> <li>• Tell them to say 'No', if someone tries to touch them or make them feel scared, uncomfortable or confused. (Although we should avoid making children fearful of unfamiliar people, we want them to be cautious and not overly trusting even if a stranger is friendly or looks nice)</li> </ul>	
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Organise storytelling sessions using puppets on safe and unsafe situations.</li> <li>• Matching activity—Let the children match the picture of community helpers like doctor, fire-fighter, police with their roles. Discuss how they make us feel safe and protected.</li> </ul>	
<p><b>Other competencies addressed</b></p>	<p>The child understands safe and unsafe situations; develops qualities like self-reliance, leadership, positive learning habits; follows instructions; develops memory, attention, problem-solving skills and self-protection.</p>	
<p><b>What can be observed?</b></p>	<p>The child recognises known and unknown persons/things; communicates discomfort, maintains distance from strangers, seeks help, etc.</p>	



## CG-2: CHILDREN DEVELOP SHARPNESS IN SENSORIAL PERCEPTIONS

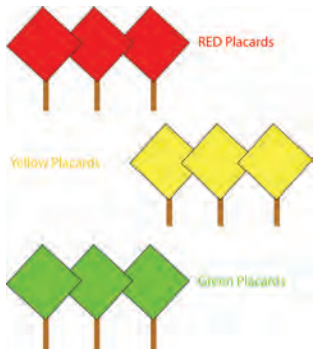
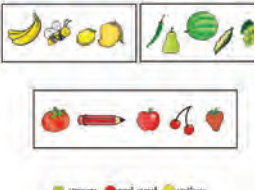


- Sensory development opportunities for taste, smell, sight, sound and touch
- Activities related to tasting and guessing, exploring taste with edible fruits/vegetables and naming them
- Fun with bottles having different smells
- Creating shapes with scented play dough
- Experimenting with objects that smells
- Name/letter hunt
- I spy games, playing hide and seek, blindfold games
- Putting sound boxes in sequence from loudest to softest and vice versa
- Outdoor sound hunt
- Sorting textured letters

### C-2.1: Differentiates between shapes, colours and their shades

#### Activity 1 IDENTIFYING COLOURS



<b>Material required</b>	Different colours, charts, cards, fruits, vegetables, etc., origami paper
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years (Matching colours)</b>	<p>Use different coloured objects (primary colours only) in the class such as toys, blocks, charts, pictures of flowers, fruits, vegetables, etc.</p> <ul style="list-style-type: none"> <li>• Talk about colours using these support materials and let children identify colours and name them.</li> <li>• Let children match the colour of each other's dresses.</li> <li>• Organise activities with coloured beads; threading beads in a colour sequence.</li> </ul> <div style="text-align: center;"> <p>● green, ● red and ● yellow.</p> </div>

	<ul style="list-style-type: none"> <li>• Organise simple origami activities with children like making cap, boat, etc., using different coloured paper.</li> <li>• Take a particular object like red coloured toy and let children find the same colour in the class or around themselves.</li> <li>• Sing rhymes and songs on colours.</li> <li>• Prepare three placards of different colours like red, yellow and green and place them in the three corners of the class. You stand the fourth corner with the children. Play <i>dhapli</i> and then stop and say the name of one colour, like green. Let all children run towards the corner having green colour. Similarly, give chance to every child to continue the game with different colours.</li> </ul>
<p><b>4–5 years (Sorting)</b></p> 	<ul style="list-style-type: none"> <li>• Discuss different colours and get the children to sort and classify objects based on colours. Once children reach the stage of naming colours, give out colour cards to them. Play a simple game of classification.</li> <li>• For example call out, 'Red'. All the children with red cards will come forward. Similarly, call out 'Green". Only the 'greens' will come forward, and so on.</li> </ul>
<p><b>Variation</b></p> 	<p>Prepare several different colour cards (red, blue, yellow) and give one card to each child. Place one colour card in the centre. Say the name of the card placed in the center (like red) and let them look at their card, identify the colour and match their card with the card placed in the centre. Children having red colour card will come forward and place their card in the centre (matching-matching).</p>
<p><b>5–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Discuss colours in nature like colour of leaf, flowers, etc., during circle time. Ask the children to draw any scenery like garden, farm, market, etc. Drawing and colouring provides lots of opportunities to experiment with colours.</li> <li>• Let the children experiment with colour-mixing to make new shades.</li> <li>• Make colour cards of five different shades. Let them arrange these cards from light to dark.</li> <li>• Prepare colour dominoes cards/blocks and let children match colours. Let them solve simple riddles related to colours.</li> <li>• Make three large circles. Place a red object in one, a blue object in the second and a yellow object in the third. Give red, blue and yellow coloured cards to all the children in the class. Beat a drum and let the children run around. As soon as the drum-beat stops, the children should run towards the circle that has the object whose colour matches the colour of card in their hand.</li> <li>• Take the children on a nature-walk to observe colours around them.</li> </ul>

**Variation**



- Find objects of the same colour in the classroom.
- Let the children match each other’s clothes on the basis of colour.
- Play circle game with the children holding colour cards for matching.
- Teach rhymes and songs on colour concept.
- Play games of classification of colours.
- Play a game— “tippi-tippi tap what colour you want”.
- Let the children solve simple riddles on colours.
- Help children learn and speak out the names of colours.
- Organise drawing and painting activities as they give children a lot of opportunities to experiment with colours.
- Threading of coloured beads in a pattern or sequence, for example, red, blue, green, and again red, blue, green and so on is another interesting activity.

**For Inclusivity:** Combine the concepts of texture and colours and let the child sort textured and coloured cards.

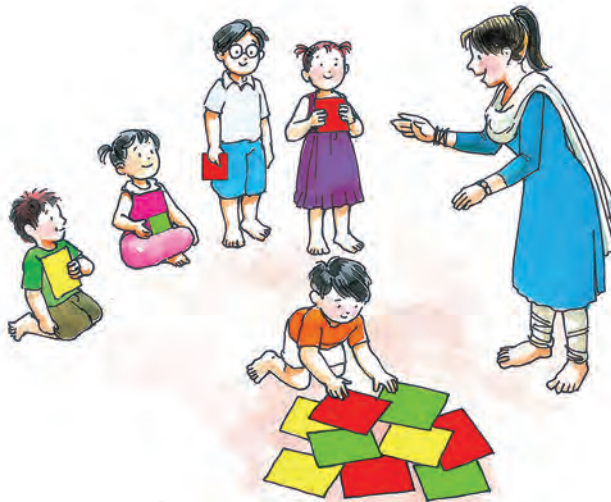
**For Gifted Children:** Colour mixing using different colours using gelatin papers of one colour, place second colour paper behind it, a third colour appears. (Such activities need to be planned for different diversities among children. Two examples have been presented here).

**Other competencies addressed**

Creative and aesthetic skills, language skills, observes and understands shapes, sorts objects into groups, uses words, understand and gives oral instructions, sensorial perception, shows coordination and movements, appreciates, nature.

**What can be observed?**



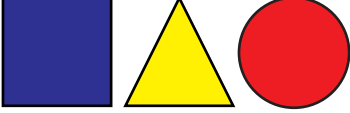
Children’s interest; participation level in the activity; vocabulary; differentiates and names colours, groups objects on the basis of colour, shades of a colour, predicts resulting colour, experiments with and uses colour in drawings, etc.

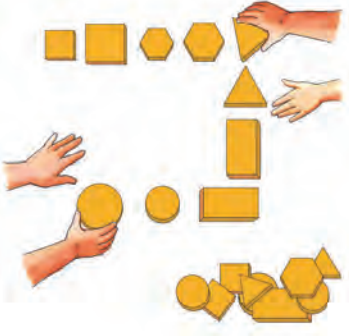


## Activity 2

### IDENTIFYING SHAPES (INDOOR PLAY)



<b>Material required</b>	Shape puzzles, wooden or plastic blocks, paper, clay, chalk, bottle caps, pebbles, blocks, shape cards, dominoes, thread, card board, different shape cards, puzzles, crayons and sand
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Through guided conversation children can be made aware of the basic shapes in our environment. Give them shape puzzles to fix, and talk about shapes.</li> <li>• Let them colour different shapes during art activities.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Sing rhymes and songs related to shapes, like <i>chanda gol, suraj gol</i>, etc.</li> <li>• Ask simple riddles on shapes.</li> </ul>
<b>4–5 years</b> 	In creative activities, like tearing and pasting, and clay work, children can be given different shapes and asked to cut into small pieces and paste them on a design, or on clay models of different shapes. By the time children are four years of age, they can draw circles free-handed and name all three basic shapes like circle, square and triangle.
<b>Variation</b> 	<ul style="list-style-type: none"> <li>• Make a circle, a square and a triangle on the ground with a chalk or with a stick, on wet ground.</li> <li>• Provide bottle caps or pebbles and let the children place them on the outline of the shapes given.</li> <li>• Play circle games, let them make big circle, small circle, etc.</li> </ul>
<b>5–6 years</b>	For construction activities, use blocks or any material of different shapes, such as cartons, tins, match boxes, etc. Let children identify the shapes and use them appropriately in the construction activities. Discuss different shapes with them, and allow them to talk about shapes.
<b>Variation</b> 	<ul style="list-style-type: none"> <li>• Rhymes and songs related to shapes help in associating the shapes with different objects and remembering the names of the shapes.</li> <li>• Let the children place shape cards (embossed/textured/tactile on one another such as circle on circle, square on square, triangle on triangle, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Take different colour papers from old newspapers/magazines and origami paper and cut shapes like circle, triangle and square from each colour paper. Mix them up. Let them select the common shapes having different colours, odd-one-out strips can also be made.</li> <li>• Shape dominoes cards can be made with two shapes on each domino card. Ask children to make a pattern with the dominoes by placing them in such a way that two adjacent shapes are alike.</li> <li>• Make the outlines of a circle, a square and a triangle on wooden boards with the help of nails. Cover the top of the nails so that it will not harm the children. Let the children wind a thread along these nails and create shapes. Let them complete the pattern or extend the pattern related to shapes.</li> <li>• Let the children explore how to fold a paper to make paper shapes (boat, box, hat, basket, house, animal, etc.); show them how to cut paper into strips using child-friendly scissors and how to make a collage from paper scraps.</li> <li>• Make shape-puzzles with cardboard cut-outs of different shapes. Let them put together and create different formations, for example, figure of a man, a bird, a house, etc.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Able to match the same shapes, develops physical skills, social skills, concept formation, demonstrates coordination and willingness and participation, uses appropriate tools, sorts objects, identifies patterns, understands and gives oral instructions, explores and plays, works collaboratively.</p>
<p><b>What can be observed?</b></p>	<p>The child identifies shapes, makes patterns, solves puzzles, groups various shapes, colours and shades, uses appropriate shaped objects during activities. Groups on the basis of visual characteristics like all yellow circles together, all leaves together, etc.</p>



## Activity 3

### GAME OF SHAPES (OUTDOOR PLAY)




<b>Material required</b>	Blocks, picture and alphabet cards, chalk, music instruments
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Play a game of shapes. Draw a large circle, a square and a triangle on the ground with chalk (or with a stick if the ground is wet). Play the drum or <i>dafli</i> and let the children run around. Stop playing the drum/ <i>dafli</i> and call out the name of a shape, for example, say 'circle'. All the children should try and get into the circle. Those who go to the wrong shape or are left outside will have to wait.
<b>Variation</b>	<ul style="list-style-type: none"> <li>Let the children run here and there. Play <i>dafli</i> and call them. Ask them to form a circle. Guide them to walk in a circle on the beats of <i>dafli</i> like fast, slow and very slow.</li> <li>You can draw big square or triangle and ask children to walk on its outline fast, slow and very slow.</li> </ul>
<b>4–5 years</b>	Play a game of shapes with the children. Let them sit in a circle. The teacher starts the game by saying 'Be quick', tell me the name of things that are square, etc. It must be said in rhythm accompanied by clapping of hands and snapping of fingers. In the same rhythm, the child answers the name of an object which is of that particular shape (e.g., slate). Same can be played for other shapes like circle, triangle and square.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Get the children to build structures of different shapes using sand, blocks, etc., outdoors.</li> <li>Give them clay to make different shapes.</li> <li>Let them draw any figure using circle, triangle and square only.</li> </ul>
<b>Variation</b>	Organise nature walks and field trips where children can recognise and identify various shapes.
<b>Other competencies addressed</b>	Physical and motor skills; the child shows balance, flexibility in activities; shows cooperation, differentiates shapes, social skills, positive learning habits, coordination.
<b>What can be observed?</b>	Observes accuracy in recognition of shapes, cooperation while playing, enjoyment, goal-directed actions and cleaning up.

## C-2.2: Develops visual memory for symbols and representations

### Activity

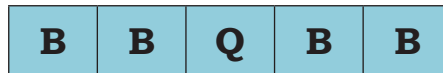
#### KNOW SYMBOLS AND SPOT THE DIFFERENCES



<b>Material required</b>	Blocks, beads, cards, self-corrective picture cards
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	<ul style="list-style-type: none"> <li>In the block building area, place blocks of different shapes and make the children sit around them. Then ask the children to match blocks of the same colour or shape. Give chance to each and every child.</li> <li>Ask the children to sort beads of same colour or shape.</li> <li>Show three basic shape cards and place them one after the other on the table. Ask them to close their eyes and remove one shape card. Let them open their eyes and find what's missing?</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Prepare name cards for all the children. Encourage them to find their own card (Use this for attendance activity. Those children who are present can be asked to put their name cards in a designated place. Teacher can easily identify who is absent)</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Let the children do the activity, 'Odd one out'. Prepare strips with three to four pictures on it with one different and three similar. Let them spot the one that is different, e.g., three vegetables and one fruit.</li> <li>Prepare strips with three different pictures on it. Keep the cut-outs of those three pictures separately. Then give one picture out of the three to a child and ask him/her to find the same on the strip and to place the card on the matching picture. Let all other children clap for the child.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Expose the children to the letters of the L1/familiar language, when doing activities with beginning and end sounds. They will learn to recognise a letter by associating the sound with the symbol.</li> </ul>



- Make self-corrective (embossed/tactile) picture cards (of pictures and its name) in the form of puzzles. Jumble them up. Ask each child to match the pictures with their sound.
- Call out words and let children find the related pictures.
- Give pictures of familiar objects like 'tub', 'tree', 'cup', 'balloon', etc. Make the beginning sound of any object like 't' and let children match the sound and look for the picture of that sound.
- Make strips having pictures of objects. Each strip can have four pictures. Of these, the names of three should have the same beginning sound. The fourth should be different. Ask children to identify the picture with different sound.
- Make strips as explained for 'Odd one out'. Instead of pictures or designs use letters of the alphabet and words for 5-6 age group. Let the children identify different letters and words.
- Make any sound like 'ब' let children match the sound with the letter of the alphabet, 'B' and make sound-letter correspondence with the support of picture.



<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Make two identical pictures with only one prominent difference between them. Let the children spot the difference.</li> <li>• In the reading area, provide picture cards, picture books and let children flip through the pages in the right direction.</li> <li>• Give story cards or alphabet cards and let children arrange sequentially from left to right direction.</li> <li>• Worksheets can be given to children to encourage working from left to right direction.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Differentiates sounds, willingness to participate, demonstrates appropriate vocabulary, understands oral instructions, recognises and says, develops phonological awareness, explores and plays with variety of materials.</p>
<p><b>What can be observed?</b></p>	<p>Recognition of shapes and naming them, matches symbols with same pattern, memory, recalling, cooperation while playing, enjoyment, goal-directed actions and cleaning up.</p>



## C-2.3: Differentiates sounds and sound patterns by their pitch, volume and tempo




### Activity 1 IDENTIFY THE SOUND

<b>Material required</b>	Music instruments, audio devices for different sounds
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Ask children to imitate sounds and movements of different animals like those of a dog, cow, cat, bird, etc.</li> <li>• Let them identify the sounds of different vehicles like motorcycle, bus, car, auto, train.</li> <li>• Let them listen to the sounds in the environment carefully.</li> <li>• Let the children close their eyes, listen to the sound, identify the sound and tell about the sound they have heard, e.g., sound of fan, closing and opening the door, bird chirping, clapping sound and so on.</li> <li>• Play audio of animal and bird sounds and ask the children to recognise them.</li> <li>• Play musical instruments having different sounds. Ask children to close their eyes, listen to it and identify the instruments.</li> </ul>
<b>4-5 years</b>	Let the children listen to popular rhymes and identify sounds, pitch (high, low) and rhythm.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Allow children to play simple musical instruments to understand sounds.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Let them identify the sound and tell which sound they have heard, e.g., birds' and animals' sounds, human voices, children playing, etc.</li> <li>• Ask children to listen to the first sound they hear in the morning and share.</li> <li>• Take the children out on a field trip to a nearby playground/garden/sanctuary/zoo where they get chance to see and hear the sounds of animals and birds.</li> <li>• Get children to sing songs at different pitches.</li> <li>• Expose children to various Indian musical instruments, <i>dholak</i>, harmonium, flute, <i>dafli</i>, drum, etc. Let the children try playing them. Get the children to discuss sounds such as pitch (<i>Ucha Swar</i>, <i>Neecha Swar</i>), tone, etc.</li> </ul>
<b>Other competencies addressed</b>	Sense of sound, memory, environmental awareness, enjoyment, appreciation of sounds and music.
<b>What can be observed?</b>	Ability to recognise and differentiate between sounds, ability to produce sounds, enjoyment, etc.

## Activity 2

### LET US DANCE TO THE BEATS




<b>Material required</b>	Vacant space, music system, suitable songs and musical instruments
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>Play a cheerful beat song and allow the children to dance to its beats; let them recognise fast beats and slow beats and enjoy!</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Play a song with fast beats and then a song with slow beats. Let children experience the differences in dancing to the two different beats.</li> <li>Teach simple classical dance movements to all children with fingers and eye movements.</li> </ul>
<b>5–6 years</b> 	<ul style="list-style-type: none"> <li>Get children to note even the pitch and tone of the song, along with beats, and show expressions while dancing.</li> <li>Allow children to play musical instruments like <i>dafli</i>, <i>dholak</i>, harmonium, etc.</li> <li><i>Jaltarang</i> activity to let the children identify different sounds from different levels of water in a cup.</li> </ul>
<b>Variation</b>	National festivals are celebrated in all schools. Children of all age groups should be encouraged to participate in these celebrations through dance and music. Prepare a dance involving all the children for participating in the celebration of national festivals.
<b>Other competencies addressed</b>	Music, physical skills, and creativity in body movements, enjoyment, works collaboratively in the arts, explores and plays with own voice, creates dance and movements, appreciates and experiences different forms of art.
<b>What can be observed?</b>	Active participation, creative body movements, enjoyment, facial expressions, eye movement, finger movement, etc.

## Activity 3

### LISTEN AND TELL



<b>Material required</b>	Different objects which make sound, audio system as simple as a cell phone or audio system can be used
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–6 years</b> 	<ul style="list-style-type: none"> <li>Let children identify sounds of different objects like whistle, drum, keys, etc.</li> <li>Ask the children to close their eyes. Make sounds of dog, cat, crow and ask them to identify the sounds.</li> <li>Let all children in the class close their eyes. Make a sound of bangle, <i>dafli</i>, <i>ghungroo</i>, etc. and ask children to identify the sound.</li> <li>Sing a song 'मैं तो सो रही थी, मुझे बिल्ली ने जगाया, बोली म्याऊँ म्याऊँ म्याऊँ...'</li> <li>Let the children produce the sounds of known animals (domestic/wild).</li> <li>Ask the children to wear costumes/masks of animals and birds and do a role-play.</li> </ul>
<b>Variation</b>	Let one children speak and others guess who is speaking.
<b>Other competencies addressed</b>	Distinguishes between slow and fast tempo. Recognition of animal-sound, creates sounds, understands oral instructions, appreciates simple songs, helps each other.
<b>What can be observed?</b>	Active participation, accuracy of identification, socialisation, differentiates between sounds in the environment, humans, animals, vehicles, loud and soft sound, etc.



## C–2.4: Differentiates multiple smells and tastes


### Activity 1

#### SMELL AND TELL



<b>Material required</b>	Some fruits, cooked food, agarbatti, <i>dettol</i> , perfume, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>Let the children sit in a circle and discuss different fruits; familiarise them with smell of banana, orange, guava, etc.</li> <li>A play activity: Let the children close their eyes make them smell a rose and then hide it. Ask them to identify the smell.</li> </ul>

<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Similarly let them identify the smells of <i>agarbatti</i>, <i>dettol</i>, perfume, etc.</li> <li>• Make simple chart with two halves labelled 'Good Smell' and 'Bad Smell'.</li> </ul>
<p><b>4-5 years</b></p> 	<ul style="list-style-type: none"> <li>• Let children close their eyes and identify things by smelling, for example coffee, orange, mint, etc.</li> <li>• Before serving snacks or meal, let the children close their eyes and use their sense of smell to guess what is being served like pickle, <i>kheer</i>, etc.</li> <li>• Bring strong smelling familiar objects, for example, <i>agarbatti</i>, perfume, wet soil, etc., into the class. Let each child close his/her eyes and try to identify the object from its smell. Include some objects which have no smell, for example, sugar, water, etc.</li> <li>• During art and craft activities, let the children identify scented markers/smelly play dough/scented eraser/glue, etc.</li> <li>• Take the children on a nature walk and ask them to observe and point out the objects with pleasant and unpleasant smells.</li> </ul>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Take the children on a walk into a herbal garden and let them observe and smell various leaves with different smell and talk about them, like <i>tulsi</i>, <i>karipatta</i>, <i>ajwain</i>, <i>dhania</i>, <i>pudina</i>, etc.</li> </ul>
<p><b>5-6 years</b></p>	<ul style="list-style-type: none"> <li>• Give the children a cooked dish to taste, like <i>halwa</i> and let them recognise the smell and taste. Let them express their happiness through emojis.</li> <li>• Collect small plastic bottles, cotton balls and items for smelling like perfume, <i>heeng</i>, coffee, etc., put cotton ball into three different bottles. Place few drops of coffee solution, <i>heeng</i> paste, perfume on each cotton ball and make 'smelling or scented bottles'. Dip the cotton balls in the coffee solution, <i>heeng</i>, perfume, and put the cotton ball in bottles and close the lid. Play 'smell and identify' game.</li> <li>• Make picture cards showing different objects like garlic, rose, lime, different fruits, talcum powder, manure, as well as objects/situations like overflowing garbage cans, etc. Let them classify these on the basis of pleasant and unpleasant smells.</li> <li>• Talk about the nose that helps us to smell, like in humans, along with how various animals and insects smell. Develop a vocabulary related to smell like flowery, sweet, stinky, smoky, etc.</li> </ul> 


<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Collect wrappers of different soaps like neem, <i>tulsi</i>, rose, jasmine, glycerin, medicated soap, etc., and let the children identify the type of the soap.</li> <li>• Call out the name of a food item and ask them to name its smell (pleasant, unpleasant) or taste (sweet, salty).</li> <li>• Let the children mime their reactions to various smells in a game situation. Ask them to sit in a semi-circle. Call out the name of any object with a typical smell. Ask the children to respond with 'Aha!' and appropriate expressions if the object has a pleasant smell. If unpleasant, let them react with 'छी-छी!' and related expressions.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Language skills, socialisation, aesthetic sense about various experiences., sharpening sensorial perception, self expression, sorts objects into groups, recognises different emotions, shows cooperative behaviour, interacts comfortably and works collaboratively.</p>
<p><b>What can be observed?</b></p>	<p>Identifies good and bad smell, differentiates fragrances of different perfumes, identifies smell that indicates danger/risk such as burning, smoke, etc.</p>

## Activity 2

### SENSE OF TASTE



<p><b>Material required</b></p>	<p>Snack-time foods that children bring, sample foods of different tastes</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3-4 years</b></p>	<p>During snack-time, encourage children to sit in a circle, and eat together and recognise the taste of what they are eating, and tell each other.</p> <p>Use snack-time to discuss the taste of various eatables. You could show the food first and then ask them to guess the taste, like sweet or salty.</p>
<p><b>Variation</b></p>	<p>Cook together—Make something like <i>kheer</i> and let children smell and taste. Let them eat and enjoy with each other.</p>
<p><b>4-5 years</b></p>	<p>Bring samples of food items with distinct tastes for children, for example, lime, <i>imli</i>, sugar, salt, neem, etc. Let each child try and identify the different tastes and associate them with the food item.</p>




<b>Variation</b>	Bring samples of food items. Ask the children to close their eyes and let them identify the tastes of different food items. You can do this by relating to a theme such as fruits, vegetables and snacks and develop vocabulary like sour, bitter, sweet, etc.
<b>5–6 years</b> 	<ul style="list-style-type: none"> <li>• Let the children identify familiar foodstuff by tasting them. For example, ask the children to close their eyes and put a little piece of roti/potato/banana or any other commonly eaten food stuff into their mouth. Let the child guess what it is. Ask them about the taste.</li> <li>• Talk about the colour, smell, texture, sound if any, like crunchy, soggy, etc.</li> <li>• Let the children taste raw <i>amla</i>, cooked <i>amla</i>, dried and salted <i>amla</i>, sugar coated <i>amla</i> and find out their observations.</li> <li>• Discuss about things that are not meant to be eaten, taste bad or could even make us sick.</li> </ul>
<b>Variation</b>	Make some picture cards of food items with distinct tastes. Let the children classify these as salty, sour, sweet, bitter, and spicy. Show the children salt and powdered sugar side by side. Talk about how they look, smell and feel. Let the children taste and find which is salt and which one is sugar. Talk about things which are sweet and salty.
<b>Other competencies addressed</b>	Language skills, socialisation, shows liking for and understanding of nutritious food and does not waste food, self care and hygiene, differentiates smell and taste, like/dislike, preferences.
<b>What can be observed?</b>	Accuracy in identifying tastes, their enjoyment, knows different tastes, identifies—sweet, salty, bitter, spicy, etc.

## C–2.5: Sense of Touch

### Activity: SENSE OF TOUCH



<b>Material required</b>	Touch cards, different textured natural materials, stationery items like papers, pencils, cloth bags for touch activities
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Give children the opportunity to handle and freely manipulate different objects in the environment. Encourage them to compare objects by feeling their surfaces, and to use the words 'hard' and 'soft' or 'rough' and 'smooth' appropriately.</li> <li>• Give children an assortment of easily available objects, for example, leaves, twigs, cotton wool, tree bark, wood, mud, sand, pebbles, etc., and let them handle and sort out these in terms of hard and soft or rough and smooth.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make touch cards with different kinds of cloth pieces, for example, satin, jute, cotton, wool, etc. Let children match cards according to texture.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Make a ‘feely’ bag in which objects of different shapes and textures, for example, small wooden cubes, ball of wool/cotton, pencil, piece of cloth, stone, feather, etc., are filled. Let the children touch and feel the objects. Matching set of the same material can be kept outside the bag. Let each child feel any one of the objects outside and then try to trace the matching object in the bag only through touch, without looking into the bag.</li> </ul> 
	<ul style="list-style-type: none"> <li>• Make ‘touch cards’ using sandpaper of graded texture, kite paper, crepe paper, woollen material, satin, cotton cloth, jute, etc. Give any three touch cards to a child and ask him/her to arrange these from rough to smooth. The children can also be asked to classify these touch cards on the basis of texture—the rough ones in one pile and the smooth ones in another.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Give the children more than three touch cards or objects of different textures at a time and ask them to arrange these in order from rough to smooth.</li> <li>• Let children sit in a circle, one child can be asked to place the known objects or familiar objects like pencil, eraser, duster, etc. behind some of the children. Each child has to find out without looking back if there is something behind him/her. If there is something he/she has to identify and name the object merely by feeling it.</li> </ul> 
<b>Other competencies addressed</b>	Language skills, socialisation, sensorial perception, understands oral instructions, converses fluently, explores and plays with variety of objects, works collaboratively, recognises different emotions, shows cooperative behaviour.
<b>What can be observed?</b>	Accuracy in naming the ‘touch and feel’ of objects; ability to sort them accurately; differentiates hard and soft, hot and cold, rough and smooth surfaces; compares two objects based on hard and soft, hot and cold, rough and smooth with the right vocabulary.

## C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of their experiences

### Activity

#### MAKING OF FRUIT SALAD



<b>Material required</b>	Fruits, lemon, salt, spoon, knife, plates
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>(For all age groups)</b>	<ul style="list-style-type: none"> <li>• Allow children to observe the teacher making fruit salad. Get 4–5 years and 5–6year-old children to assist in making the salad— washing the fruits, peeling them, removing seeds, handling, garnishing items, etc. While cutting, mixing and garnishing fruits, talk to children about their colours, textures, taste, smell, etc.</li> <li>• Let them eat the fruit salad and experience the taste of different fruits in a fruit salad.</li> <li>• Help them use the vocabulary related to taste like sweet, sour, salty, etc.</li> <li>• Let them know how the shape, colour, appearance, smell and taste of fruits is related to their names.</li> </ul>
<b>Variation</b>	Encourage children to make sprouts salad/green salad following all the above steps. Use lunch time to discuss different smells, tastes and textures of foods they are eating.
<b>Other competencies addressed</b>	Cooperation, sharing, shows precision and control in working with their hands and fingers, shows liking for nutritious food; practices safe use of material and simple tools, differentiates tastes, understands and gives oral instructions, works collaboratively and creates.
<b>What can be observed?</b>	Accuracy of recognising different smells, textures and tastes, and having a whole some sensorial experience



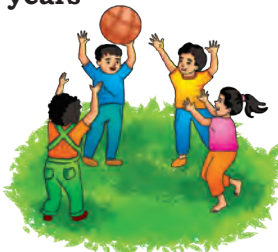
## CG-3: CHILDREN DEVELOP FIT AND FLEXIBLE BODY

- Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking, etc.)
- Fine motor skills and eye-hand coordination (threading, tearing, pasting, scribbling, drawing, colouring, printing, moulding, paper folding, etc.)

### C-3.1 Shows coordination between sensorial perceptions and body movements in various activities

#### Activity 1 THROW AND CATCH THE BALL



<b>Material required</b>	Small and big sized balls, balloons
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Give the children a ball (light weight) for free play.</li> <li>• Let the children roll or throw the ball and let the others catch the ball.</li> </ul>
<b>Variation</b>	Blowing a balloon: Distribute balloons to each child. Ask the children to blow the balloon. Let the children play with balloon. Write their names on balloons.
<b>4-5 years</b> 	<ul style="list-style-type: none"> <li>• Free play with ball/balloon.</li> <li>• Let the children stand in a circle. Put a bucket or empty carton in the centre and ask each child to throw a ball into it.</li> <li>• Let children stand in a circle. One child will hold the ball. Another child will take the name of any child standing in the circle. The child who has the ball, throws the ball to that particular child (the children must be attentive in order to catch the ball).</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let children make a pyramid of empty paper glasses and ask children to throw a ball at the pyramid. The pyramid falls down on throwing the ball, ask children to build the pyramid together again.</li> <li>• Hang a tyre low from a tree or a beam and ask children to throw a ball through it.</li> </ul>

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Activities for 3–4 years and 4–5 years are also suitable for 5–6 years old children.</li> <li>• Ask the children to stand in a circle. You stand in the centre and throw the ball towards each child randomly, asking the child to catch it. The child who fails to catch the ball will come in the centre and throw the ball for others to catch, the game continues.</li> </ul>
<b>Variation</b>	Let the children throw the light weight ball up and clap their hands and try to catch the ball.
<b>Other competencies addressed</b>	Concentration, attentiveness, cooperation, waiting for one's turn.
<b>What can be observed?</b>	Estimation of the distance, physical fitness, flexible body, coordination, precision and control, strength and endurance.

## Activity 2

### KICK A BALL



<b>Material required</b>	Ball, box, chalk
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let the children stand in a row. Let each child attempt to kick the ball hard without specifying any direction.
<b>Variation</b>	Specify the direction and ask children to kick the ball.
<b>4–5 years</b>	Place a box/stool at a short distance. Encourage each child to kick the ball towards it.
<b>Variation</b>	Keep an empty big carton box open from both the ends. Place it on the ground, let the children kick the ball through it.
<b>5–6 years</b>	Ask each child to kick the ball in the goalpost from a distance turn by turn.
<b>Variation</b>	Let the children stand in circle and kick the ball towards each other randomly, taking each name. Also they will try to stop the ball from going out of the circle.
<b>Other competencies addressed</b>	Concentration, coordination, body strength, estimation.
<b>What can be observed?</b>	The child is kicking the object and estimating the distance and speed, the child is concentrating on the target/goal.

## Activity 3

### RHYTHMIC MOVEMENT



<b>Material required</b>	<i>Dafli, dholak</i>
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Include music and rhythmic dance movements involving bending, swaying, jumping, walking by children either outdoors or indoors.
<b>Variation</b>	Use a <i>dafli</i> to provide the beat. Children can clap their hands according to the beat. Change the tempo of the beat from fast to slow and slow to fast.
<b>4–5 years</b>	Ask the children to stand in a semi-circle. Sing a song or rhyme on body parts. The children will have to touch their body part(s) accordingly. Song: <i>Head, shoulders, knees and toes.</i>
<b>Variation</b>	Arrange a <i>dafli</i> or a <i>dholak</i> . Sing while playing the musical instruments and ask the children to dance to the tunes.
<b>5–6 years</b>	Musical chair: Place 5–6 chairs in a large circle. In case there are no chairs available, you can instead place papers, clothes, old tires, and mats. Keep one chair less than the number of children taking part in the game. Ask the children to run around the chairs and you being the organiser, beat a <i>dafli</i> / play some music. Tell every child to find and occupy a chair as soon as you stop playing the <i>dafli</i> / music. The child who does not get a chair at this point will play <i>dafli</i> . Now remove one of the chairs and continue the game until only one child is left. The last to get the chair will be the winner.
<b>Variation</b>	Play any music patriotic song, festival song, etc., let the children dance according to the beats.
<b>Other competencies addressed</b>	Concentration, creative self-expression, phonological awareness-rhyming, environmental concepts, vocabulary development.
<b>What can be observed?</b>	Shows rhythmic body movements on the beat and willingness to participate actively (sing along and dance).

## ACTIVITY 4

### CREEPING (CRAWLING) ROLLING



<b>Material required</b>	<i>Daflī</i> , Rope
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Beat the <i>daflī</i> and say any local animal name, e.g., ‘monkey’ or ‘rabbit’ and let the children move like them on the beat.
<b>Variation</b>	Ask children to roll like a ball.
<b>4–5 years</b>	Let two children hold a rope at a low height and get the other children to crawl under it one by one and run back.
<b>Variation</b>	Similarly you can ask the children to cross over the rope held at low height or walk on the rope spread on the floor in a zig-zag manner.
<b>5–6 years</b>	Ask the children to roll forward and backward and do rock and roll on the ground .
<b>Variation</b>	Let the children sing “let’s go rolling, rolling, rolling”, while making actions with hands.
<b>Other competencies addressed</b>	Neuromuscular coordination, body movement, concentration, decision-making, socio-emotional development.
<b>What can be observed?</b>	The child shows flexibility and body movement, follows the correct instructions and completes the activity, shows active participation, understands safe and unsafe situations, shows awareness of safety in movements.



## C-3.2 Shows balance, coordination, and flexibility in various physical activities



### ACTIVITY

### LET US BALANCE OUR BODY


<b>Material required</b>	Plank, rope, hoop
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Place a long and narrow wooden plank on the bricks for support. Get all the children to stand in a row and walk one by one on the plank, without stepping sideways or using any support. Provide support when needed.
<b>Variation</b>	If a plank is not available, a straight rope could be placed on the floor. The plank or the rope should be short and straight. Gradually its length can be increased. Rope can be placed in a zig-zag manner on the floor on which children can walk.
<b>4-5 years</b>	Draw two parallel lines on the floor. Let the children walk between the given lines.
<b>Variation</b>	<ul style="list-style-type: none"> <li>Let the children play on slopes where they get a chance to walk up the inclined position.</li> <li>Ask them to hop forward on one foot, once or multiple times.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Organise hurdle race. Place wooden planks, tyres one after the other on which the children have to walk/jump. Two to three short planks/old tyres could be used. Place these in a triangular shape or in a zig-zag shape to make the balancing activity more complex.</li> <li>Organise a race for the children in which they have to walk carrying some objects on their heads or in their hands, like a book on their head, or a glass of water in their hands (without spilling the water).</li> </ul>
<b>Variation</b> (All activities given for 3-4 years or 4-5 years can also be done by 5-6 years age group.)	<ul style="list-style-type: none"> <li>Let the children dramatise the situation like making a bridge with wooden planks and let them walk on it as if they are walking on the bridge and there is water on all sides. You may say 'walk carefully, do not fall into the water'.</li> <li>Ask the children to balance and spin the hoop around their waist 5 to 10 times and gradually increase the number of spins as long as they can. Encourage them to try spinning hoops on other body parts (arm or leg).</li> </ul>
<b>Other competencies addressed</b>	Body strength, focus and concentration, flexibility, self-care, safe use of material, safety in movements, balance, coordination and flexibility in various physical activities.
<b>What can be observed?</b>	The child follows the instructions, balances the body and develops body awareness, interacts comfortably, shows cooperative behaviour, responds positively.

### C-3.3 Shows precision and control in working with their hands and fingers

#### Activity 1

#### THREADING THE BEADS/FLOWERS/LEAVES



<b>Material required</b>	Thread, beads, bowl, pencil, colour
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	Give the children some beads in a bowl. These beads should be preferably of different colours. Let the children put these into thread or wire. (To make it a little more challenging, string beads with a specific sequence of colours and ask the children to complete the string in the same sequence, for example, red, blue, yellow, repeated in the same order). Flowers/leaves can be used for making a string.
<b>4-5 years</b>	Provide cardboard and ask the children to cut it into their choice of shape or size. They may use crayons, colour pencils, water colours, thread, etc., to colour them. A small hole can be made to hang, let children use thread and make it a wall art. You may hang these wall arts in the classroom to motivate and encourage the students.
<b>Variation</b>	Make a 'threading frame' with a piece of cardboard (old copy cover). Draw an outline of any simple object, for example, tree or fish and punch it with holes all along the outline. Let the children lace these outlines with a stiff thread, wire or even with an old shoelace.
<b>5-6 years</b>	Provide the children with outlines of complex shapes of animals, letters of alphabets, etc., punched (small holes) all along the outline. Let the children lace these outlines with a stiff wire or a thread. These outlines can be made on old copy covers, old greeting cards, etc.
<b>Other competencies addressed</b>	Eye-hand coordination, concentration, visual motor skills, positive learning habits, works collaboratively, innovates, problem solving, sharpness in sensorial perception.
<b>What can be observed?</b>	The child puts the beads or shoelace into the desired space and develops hand movement of gripping objects, creativity, eye-hand coordination.

## Activity 2

### LET US ENJOY TEARING-CUTTING-PASTING



<b>Material required</b>	Paper, glue
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Provide the children with some waste paper, for example, pages from old magazines, newspapers, etc. Draw an outline of an animal or object on a large piece of paper. The outline should be large (and spacious). Put glue on it and ask the children to tear pieces of paper given to them and paste the pieces of paper within the outline. The outline could be that of a tree, a hut, a ball, a cat, etc.
<b>Variation</b>	Ask the children to make a collage by cutting pictures from old magazines, newspapers, etc.
<b>4–5 years</b>	Give the children simple shapes like squares or a triangle drawn on paper and get them to cut it neatly along the outline given. (Make sure the scissors are not very sharp or pointed).
<b>Variation</b>	Prepare name sheet for each child and ask them to do tearing-pasting activity using coloured paper/newspaper and paste on the initial letter of their name, they can also write their name using tearing-pasting activity.
<b>5–6 years</b>	Give the children pages of old newspapers, magazines, etc., and encourage them to make their own collage, by pasting the pieces in any design evolved by them. They could be given old cloth pieces also and other waste material, leaves, petals, etc., which they could use for pasting in the collage work.
<b>Variation</b>	Let the children decorate a shoe box or gift box by tearing pasting activity.
<b>Other competencies addressed</b>	Creativity and imagination, hand movement, precision and control, hand-eye coordination, differentiates shapes, colours; identifies and extends patterns.
<b>What can be observed?</b>	The child cuts, tears or pastes the desired shape and learns to do the same with precision, understands oral instructions, converses fluently, innovates, works imaginatively.

## Activity 3

### DRAWING/COLOURING/PAINTING

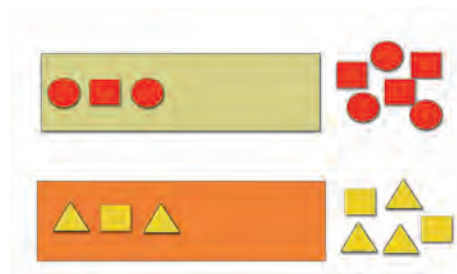


<b>Material required</b>	Crayons, water/natural colours paper, thread
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Provide the children with crayons and an old newspaper or any other paper. Let them use the crayons freely to draw on the paper.
<b>Variation</b>	Provide the children with some wet mud and give them a short stick or stem. They can scribble on the mud.
<b>4–5 years</b>	Draw a given shape with smaller areas marked out and ask the children to colour the enclosed areas with different colours.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children use variety of colouring material including natural colours like haldi/flower colour, etc.</li> <li>• Let them draw rainy season scenery, draw and colour rainbow.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Children can do spray-painting by dipping old tooth brushes in paint and using the bristles of the brush to spray the paint.</li> <li>• Give the children specific themes and let them draw sceneries according to their own interpretation.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Different types of painting can help strengthen a child’s hand-eye coordination and manual dexterity.</li> <li>• Finger painting gives children an opportunity to use their fingers, hands and to get messy. Painting with a brush helps them learn to hold a brush and gain greater control using it as a tool.</li> <li>• Put a colour-dipped thread between the paper with the tail of the thread hanging out. Put another sheet on top and let one child press hard while another pulls the thread out by the tail. A coloured design will emerge. Let children punch holes on the sheet and put the work in their file folder and create their own portfolio.</li> </ul>
<b>Other competencies addressed</b>	Eye-hand coordination, control, creativity and imagination, communicates and appreciates a variety of responses while creating art forms.
<b>What can be observed?</b>	The child draws, colours and paints with creativity and shows their imagination. The child actively participates with concentration. Explores and plays with a variety of materials and tools.



## Activity 4

### LET US MAKE PATTERNS



<b>Material required</b>	Pebbles, coloured beads, grains, shells, leaves, matchsticks
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Provide blocks of different colours by mixing them up. Pattern activity can be done with a set of blocks. Build the beginning of the pattern and ask children to extend it. Challenge them to tell you what the rule is (one red block, two yellow blocks, repeat). This will also take into account sorting and then lead to pattern making.
<b>Variation</b>	Organise scribbling activities and slowly move them to making patterns on sheet of paper with fingers dipped in colour.
<b>4–5 years</b>	Draw a pattern on the board, keep it at eye-level and let the children select the things from beads, matchsticks, pebbles, etc., and copy the pattern with the selected item. This is how they will also learn to copy things from the board when they move to upper grades.
<b>Variation</b>	Make worksheets where children get the chance to practice patterns by drawing dots to join and draw.
<b>5–6 years</b>	Let the children sort pebbles, coloured beads, grains, shells, leaves, matchsticks, etc., according to colour, shape or size and make groups by pasting same things together like all pebbles in one circle, leaves in another circle, etc. Let them count how many pebbles? how many leaves? which is more? etc.
<b>Variation</b>	Mix alphabet cards and number cards together. Let the children sort them and place them in separate bowls. Let them make a pattern with them example one alphabet, one number, then one alphabet and so on.
<b>Other competencies addressed</b>	Concept of colour, shape, environmental awareness, classification, differentiates shapes, visual memory, sorts objects, comprehends.
<b>What can be observed?</b>	Shows problem-solving skills by sorting a set of blocks and other material and reflects memory power. The child uses observation skills and completes the pattern making activity, innovates and works imaginatively, explores and plays with variety of material.

## Activity 5

### PRINTING FOR FUN



<b>Material required</b>	Paper, colour and printing material
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Block printing can be done.</li> <li>• Leaves dipped in colours can be used. Foot and hand printing can be done.</li> <li>• Let the children put a slice of onion or a piece of ladyfinger into colour and print designs on paper with it.</li> <li>• Make a shape or design. Cut the potato into halves. Let them dip it in colour and print it on paper.</li> </ul>
<b>Variation</b>	Children can be asked to create drawings with finger dipped in colour, crayons, paint brushes, thumb printing, vegetable printing, etc.
<b>4–5 years</b>	Collect a variety of materials that can be used to dip in paint and stamp on a paper to create its imprint, e.g., objects like a used comb, blocks wrapped with twine or rubber bands, old wooden toys and so on. Give used papers or newspapers to each child and they can then dip these objects in paint and stamp them on the paper to make imprints to enhance eye-hand coordination.
<b>Variation</b>	Children can do thumb printing and hand printing and use their creativity to visualise and make drawings of anything like snail, frog, peacock, etc.
<b>5–6 years</b>	Children can make prints with different objects like vegetables, blocks, etc., on the paper. They can make a wrapping paper or paper bag out of it.
<b>Variation</b>	Children can also do thumb or hand printing to create an image like cat, mouse, fish, etc.
<b>Other competencies addressed</b>	Eye-hand coordination, expressing emotions, spatial sense and creativity, understands and responds positively, shows care and joy, sorts, explores and plays with variety of material.
<b>What can be observed?</b>	The child uses various materials and depicts their creativity by printing their designs/patterns, memory, observation, wonder, communication.

## Activity 6

### PAPER FOLDING



<b>Material required</b>	Paper, handkerchief
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let the children fold their handkerchiefs/paper using one or two folds.
<b>Variation</b>	Let them fold their handkerchiefs using one or two folds in different shapes.
<b>4–5 years</b>	Children can be taught to make different objects with paper, e.g., hut, boat, cap, etc., which require simple folding.
<b>Variation</b>	Provide colourful papers to children. Children can make anything of their choice like a flower, a boat, a bird, an aeroplane, etc.
<b>5–6 years</b>	Children can be taught complex paper-folding to make a flower, a boat, a bird, an aeroplane, etc.
<b>Variation</b>	Provide paper sheet to children and ask them to make paper boat and paste it on a blank sheet, and ask them to draw water beneath.
<b>Other competencies addressed</b>	3D perception and logical thinking, focus and concentration, imagination and creativity, eye-hand coordination and cooperation.
<b>What can be observed?</b>	The child uses eye-hand coordination to fold the paper or handkerchief. The child follows the instructions in the correct sequence. Shows a helping hand to their peers and develops memory power.



## Activity 7

### LET US LEARN TO BUTTON OUR CLOTHES OR TIE SHOELACES



<b>Material required</b>	Button, shirt, pair of shoes with laces
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Keep few old shirts with buttons in school, or ask the children to bring shirts with buttons from home and learn to button and unbutton them.
<b>Variation</b>	Let children make piggy bank and push coins into it.
<b>4–5 years</b>	Ask the children to learn at home to button their shirts on their own.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Ask the children to button the shirts of their dolls/old shirts with button.</li> <li>• Motivate children to tie their own shoelaces or try the same on an old pair of shoes with laces.</li> </ul>
<b>Other competencies addressed</b>	Hand-eye coordination, precision and concentration, coordination, memory, attention, observation, curiosity, plays with variety of materials.
<b>What can be observed?</b>	The child puts the button into a small and precise space using hand strength, hand-eye coordination, understands and manages emotions.



### C-3.4: Shows strength and endurance in carrying, walking and running

#### Activity 1 WALKING



<b>Material required</b>	Chalk, tape, <i>dafli</i> or drum
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Draw wide parallel lines on the ground. Let the children walk in between the parallel lines. Give directions as the children walk, for example, take small steps, big steps, walk slow or fast.
<b>Variation</b>	Stick a broad tape or draw a straight line with chalk and ask the children to walk in a straight line. Children may be asked to walk in a straight line while going for outdoor play/toilet, etc.
<b>4-5 years</b>	With the chalk, draw various large shapes like rectangles, triangles, circles, etc., on the floor/ground. Ask the children to walk along the outlines of these shapes and figures drawn.
<b>Variation</b>	Let the children hold hands and make circle; stand in triangle or in square shape.
<b>5-6 years</b>	Make the children walk to the beat of a drum or <i>dafli</i> . Encourage creative movements allowing children to control speed and pace of walking, for example, ask the children to change their pace of walking as per the varied beat of drum/ <i>dafli</i> changing abruptly from 'fast' to 'slow' to 'fast' again, etc.
<b>Variation</b>	Let the children sing a song and walk according to the beats like <i>hum aagey, aagey aatey hain; hum peechey, peechey jatey hain</i> .
<b>Other competencies addressed</b>	Concentration, follows instructions, coordination, and body strength, shows balance, coordination, flexibility, joy, understands oral instructions.
<b>What can be observed?</b>	Children walk in a straight path, showing willingness to use their strength and follow the instructions, changing direction and speed comfortably, demonstrates willingness and participation in age-appropriate physical activities.

## Activity 2

### RUNNING



<b>Material required</b>	Handkerchief, ball, whistle
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Throw a ball and ask the children to run and get the ball.
<b>Variation</b>	Play <i>pakdam pakdaai</i> .
<b>4–5 years</b>	Play a game like <i>Kokla Chhapaki</i> . Let the children sit in a circle. One child runs outside the circle with a cloth in his/her hand. He/she can place the cloth behind any child. That child should pick up the cloth and try to catch the child who places the cloth before he/she runs and sits in his/her place.
<b>Variation</b>	Make the children stand in a line. Blow a whistle and let all of them run small distance and enjoy. You may also run with the children.
<b>5–6 years</b>	Organise a Three-legged race. Make pairs among children. In each pair tie the left leg of one child to the right leg of another child. Ask them to run and finish the race.
<b>Variation</b>	Let the children play <i>burf, paani</i> game, like one child will run and try to touch the other children. If the child touches another child he/she will become ' <i>burf</i> ' and if other children will touch the child who has become ' <i>burf</i> ' then he/she will become <i>paani</i> and the game continues.
<b>Other competencies addressed</b>	Estimation of distance, concentration, follows instructions, coordination, body strength, shows care for and joy, understands oral instructions, attention, communication, vocabulary development.
<b>What can be observed?</b>	The child is running easily and coordinating body movements harmoniously, develops fit and flexible body, develops appropriate vocabulary.

## Activity 3

### JUMPING



<b>Material required</b>	Rope, chalk, <i>daflī</i>
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let the children stand in a circle, sing a song and do the actions, like Walk... walk... walk... Jump... jump... jump... Run... run... run... Hop... hop... hop...
<b>Variation</b>	Ask the children to form a circle and ask one child to come in the centre and crouch on the ground like a rabbit with his/her hand on his/her head to indicate a rabbit's ear. Let the children sing. Little rabbit, why do you sleep? Little rabbit, why don't you jump? Rabbit jump, rabbit jump, rabbit jump. When the children say 'Rabbit jump' the child in the centre should jump like a rabbit and move from one end to the other.
<b>4–5 years</b>	Draw a circle and get the children to stand on it. If the teacher says 'in', the children should jump forward into the circle. If the teacher says 'out', the children should jump backwards, out of the circle.
<b>Variation</b>	Let the children stand in a circle. Call out numbers and let them jump that many times in their own place.
<b>5–6 years</b>	Let two children hold a skipping rope a little above the ground. Get the other children to jump over it one by one.
<b>Variation</b>	Make circles on the floor with the alphabet/numbers and say the number or alphabet aloud and let children come turnwise to jump into the alphabet or the number.
<b>Other competencies addressed</b>	Estimation of distance, concentration, follows instructions, coordination, and body strength, recognises and uses numerals, recognises alphabets.
<b>What can be observed?</b>	The child jumps or hops comfortably in front and back from his/her place and over a small hurdle, develops a fit and flexible body, balance, coordination and flexibility in various physical activities.

## Activity 4

### CLIMBING



<b>Material required</b>	A low sturdy box/stools/ <i>chowkies</i> , rope
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Use any space with steps and get the children to climb up and down. If there are no steps then during field visit if you get a chance, give them the exposure of moving up and down the stairs under your supervision.
<b>Variation</b>	Take the children to a park where there are swings, and slides to climb and slide down or keep a low sturdy box near the wall in the classroom, cover it with folded bed sheet and let them climb and sit on it.
<b>4–5 years</b>	Let the children use the stairs and climb up and down under your supervision.
<b>Variation</b>	Use low and sturdy stools, <i>chowkies</i> , wooden planks, <i>patris</i> and <i>peedhas</i> (पीढ़ा) to let children climb up and down.
<b>5–6 years</b>	Take the children for nature walk, where they can climb up and down on low rocks and trees.
<b>Variation</b>	Make a rope ladder. Hang on the tree. Let the children use it under your supervision.
<b>Other competencies addressed</b>	Spatial and directional awareness, hand and foot coordination, and agility, shows awareness of safety in movements, balance, coordination, willingness and participation in age-appropriate physical activities, counting, uses numerals.
<b>What can be observed?</b>	The child climbs the stairs with comfortable body movement. Children show trust among their peers, develops a fit and flexible body.



# ***Manomaya Kosha***

## ***(Socio-Emotional and Ethical Development)***

*It is the power to think, feel and express. It is an integrative process to understand, experience, express and manage emotions and to develop meaningful relationships with others. Also, self-discipline and concentration belong to the development of Manomaya Kosha.*

## **CURRICULAR GOALS RELATED TO *MANOMAYA KOSHA***

- CG-4:** *Children develop emotional intelligence*
- CG-5:** *Children develop a positive attitude towards productive work and service or 'seva'*
- CG-6:** *Children develop a positive regard for their environment*

# MANOMAYA KOSHA

## SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT

### CG-4: CHILDREN DEVELOP EMOTIONAL INTELLIGENCE

- Awareness of self
- Development of positive self-concept
- Self-regulation
- Development of
  - pro-social behaviour like caring, sharing, collaboration, compassion and respect for other's feelings and rights;
  - sense of security and trust;
  - ability to control one's behaviour;
  - ability to identify and control one's emotions in a socially approved manner;
  - independence and leadership

#### C-4.1: Starts recognising 'self' as an individual belonging to a family and community

#### Activity 1 MY FAMILY



<b>Material required</b>	Family photo, paper, colours, tags/strings, chart papers
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3 – 4 years</b>	<ul style="list-style-type: none"> <li>• Let the children talk about his/her family (the names of family members like father, mother, and others). Ask children to talk about their interests, likes/dislikes/want/do not want, etc.</li> <li>• Make name cards of each child in the class. Make some design on each card to which the child can associate. It's like an identity card for the children and can be used to take attendance and for play activities.</li> </ul>
<b>Variation</b>	Organise storytelling sessions that describe a character in the story with which the children can relate.

<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Ask the children to paste their family photos on the chart paper and talk to other children about their relationship with the persons in the picture.</li> <li>• Let the children draw a family tree and paste photos of family members on it. Also provide opportunity to talk about their house.</li> <li>• If a child doesn't have a family photo then they can simply draw and tell names of their family members, etc.</li> </ul>
<b>Variation</b>	Let the children bring photos of family members and help children to make an album.
<b>5–6 years</b>	Let the children draw a family tree with extended relatives and pets. They can tell the roles of their family members, their likes and dislikes, etc.
<b>Variation</b>	Family — role play, any poem related to family.
<b>Other competencies addressed</b>	Practices safe use of materials and simple tools, develops visual memory for symbols and representations, understands concepts, shows care for the pets.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Children who are actively participating.</li> <li>• Children who are sitting idle.</li> <li>• Children who are talking only with teachers.</li> <li>• Children who are working/drawing, pasting but not talking.</li> </ul>

## Activity 2

### LET US IMMITATE



<b>Material required</b>	Dress material, accessories for characters like spectacles, newspaper, kitchen set, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• In dolls play area let the children play, and act like their family members and talk like them.</li> <li>• Organise a role-play of father, mother, brother, sister or anyone in the family.</li> </ul>
<b>4–6 years</b>	During free playtime in the dolls area let the children do role play of their family members and imitate tones, pitch and language in which a particular family member talks home.

<b>Variation</b>	<ul style="list-style-type: none"> <li>• Provide a long mirror in the room for children to see themselves in, and give them the opportunity to discuss what they see.</li> <li>• Stories, rhymes on family, pasting pictures of family members on a chart paper and frame it to hang it on a wall.</li> <li>• Ask the children to exchange family trees of each other. They try to see and understand the family of their classmates.</li> </ul>
<b>Other competencies addressed</b>	Shows coordination between sensorial perceptions and body movements, starts recognising self in a family, interacts comfortably and responds positively.
<b>What can be observed?</b>	Children who are actively participating, show their talent without hesitation, show ease in talking about their family and also observe the children who are quiet. Motivate children to speak and share their thoughts and emotions comfortably.

### Activity 3 ART ACTIVITY ON FAMILY



<b>Material required</b>	Papers, colour pencils, cut outs of people, paints, pasting material, coloured clay.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Use finger puppets and action songs related to family.</li> <li>• Give cut outs of triangular and square shape. Let children make house.</li> <li>• Let them draw the house and show family in front of it.</li> </ul>
<b>Variation</b>	Family pictures of all children can be displayed on the display board of the class and the children can observe the families of their friends. Let them observe that Rakhi, a child in the class has a younger sister in her family, etc.
<b>4–5 years</b>	Ask children to draw pictures of their family members and colour them. Let them carry the picture home and show it to their family members.
<b>Variation</b>	Display pictures coloured by children and ask them to observe each other's pictures, and use the free talk time to talk about each others family, their role, likes/dislikes etc.
<b>5–6 years</b>	Let the children make human figures using clay or cardboard, and flag them with the name of family members.


<b>Variation</b>	<ul style="list-style-type: none"> <li>Let the children draw their family members and write their names.</li> <li>Let the children make photo frame and use it to display their family photo.</li> </ul>
<b>Other competencies addressed</b>	Develops visual memory for symbols and representations, actively interacts and responds, shows care for others, recognises self in a family, shows coordination and flexibility.
<b>What can be observed?</b>	Who all are actively participating, understanding the concept of family, ability to note the similarity and difference among different families, respecting different types of families like a family with pets, a family with grandparents, family without a sibling, etc.

### C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately



#### Activity 1 IDENTIFYING EMOTIONS



<b>Material required</b>	Picture cards, masks, small pictures of faces with emotions, bowl.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Show children picture cards of different emotions; let them identify the emotions expressed in them. Let them act accordingly and show the emotions.
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Do structured conversation, storytelling and dramatisation activities with children, and discuss with them that we should help others especially 'old', 'differently-abled' and 'needy persons'.</li> <li>Sing a song 'if you are happy and you know it clap your hands'</li> </ul>
<b>Variation</b>	Let the children think and answer in a complete sentence for example—If I am happy, I will...; If I am sad I will ... 

<b>5–6 years</b>	Make a small group circle of children. Circulate a bowl with picture faces of different emotions like happy, sad, angry, silent, picture with words like wow/aha, etc. Play music. When music stops, the child who receives the bowl must pick one picture and see what emotion it is. Ask the child to express that emotion through actions facial expressions. Let the other children guess the emotion, discuss about whether it is a good emotion or a bad emotion. Then allow the child to put the bad emotion picture out. The good emotion can be placed in a bowl. At the end, all good emotions are placed in the bowl. Let the children understand that we must hold and value good emotions. We should learn to manage our emotions.
<b>Variation</b>	Drawings of a smiling face, a sad face. Drawings of different emotions, role play, rhymes, story narration etc. can be done.
<b>Other competencies addressed</b>	Understanding a particular emotion, able to name a particular feeling; Sensing what others are feeling; interacts and responds, shows care for others.
<b>What can be observed?</b>	Children who are actively participating, taking initiative. Children's sensitivity towards one's emotions and ability to sense others' emotions correctly. Which emotions were easier to identify, which emotions were difficult to name.

## Activity 2

### STORY ON EMOTIONAL EXPRESSIONS




<b>Material required</b>	Videos, story cards, picture cards, picture charts.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Tell a story emphasising emotions. Let the children identify the emotions and imitate them.
<b>Variation</b>	Choose a particular character from the story 'The Lion and The mouse' and ask the child how the lion felt, how a mouse felt in a particular story.
<b>4–5 years</b>	Tell a story, emphasising the emotions. Listening to the story, child draws pictures of emotions in the story. Stories, puppet-play and dramatisation also help in development of values.
<b>Variation</b>	Ask children to show the emotions that are described in the story; for example—children in the story were happy as they could play in the garden. What will you do if you are feeling happy; for example—children may say that they will jump/dance/clap, etc.

<b>5–6 years</b>	Start a story and let children complete the story emphasising emotions in the story like happy ending. Let the children complete the story by making pictures, expressing the emotions, and enacting the emotions. Encourage children to perform individually before other children; for example—telling a story/reciting a rhyme. This develops confidence in children.
<b>Variation</b>	Conduct a role play of different stories with emphasis on emotions, mimicry of emotions, story completion; for example— How does the hare feel after losing a race in hare and tortoise story? What can the hare do?
<b>Other competencies addressed</b>	Language skills, socio-emotional skills, physical and motor skills, cognitive skills. Listens to, comprehends and appreciates stories, understands oral instructions, explores and plays with own voice, understands cause and effect relationships, recognises different emotions.
<b>What can be observed?</b>	Children are actively participating, taking initiative, identifying emotions, express emotions with words, show ability to imagine and understand emotions of others, describe their feelings in socially approved ways.

### ACTIVITY 3

## STORY ON EMOTIONAL EXPRESSION USING PUPPETRY



<b>Material required</b>	Puppetry, screen, stage.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Organise a puppet show and let the children enjoy the show. At the end, let the children identify the emotions expressed in the story.
<b>Variation</b> 	<p>Exemplar Story: Once a chick got lost trying to explore its surroundings, away from its group of siblings and mother. Wandering around, it came face to face with a dog. The dog eyed it angrily and barked. The chick got very afraid. The dog started to chase the chick as it tried to run away. The chick, was very scared. Then a villager saw this and picking a stick, he yelled at the dog and chased it away. The chick was now safe and ran quickly to its mother. Mother hen cautioned the chick to not leave the group or mother without informing. The chick became happy as it was safe now.</p> <p>Emotions expressed in the story: fear, anger, happiness, relief, kindness.</p>
<b>4–5 years</b>	Narrate a story, give children finger/stick puppets to enact the story, identify and express the emotions.



<b>Variation</b>	Two children can work in this activity in a pair. Children can take roles of different characters in the story using puppets.
<b>5–6 years</b>	Make small groups of children. Give children material to develop stick puppets and then enact a story and express emotions.
<b>Variation</b>	Role play, mimicry, action songs, story narration can be conducted.
<b>Other competencies addressed</b>	Practice safe use of material, shows precision, balance coordination, demonstrates joy in engaging with all life forms, understands cause and effect relationships, listens comprehends and appreciates stories, interacts and responds.
<b>What can be observed?</b>	Children who are actively participating and taking initiative, demonstrating socio-emotional expressions, language expressions, identifying their wants and feelings, recognising simple emotions (fear, joy, sadness).

### C-4.3: Interacts Comfortably with other Children and Adults

#### Activity 1

#### SHARE AND PLAY WITH TOYS



<b>Material required</b>	Toys, blocks, kitchen set, doctor set, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Set up corners for kitchen play, doll play, block play, etc. Let the children share their toys with each other and play in their chosen corner, allow free talk and emotional expressions. Observe play for safety.
<b>Variation</b>	Outdoor play with sand. Children can interact while playing in the sand.
<b>4–5 years</b>	Organise outdoor activities and nature walks with other teachers/ caretakers, facilitating child initiated dialogues, ensure interaction with adults.
<b>Variation</b>	Set up corners for kitchen play, doll play, block play, etc. Interact with children in the activity areas. Let the children share their toys with each other and play in their chosen corner, allowing for free talk and emotional expressions. Let other adults in the school also interact with children while playing. Guide children to respect the rights of others. Discuss about controlling the emotions like anger, discomfort, etc.

<b>5–6 years</b>	Set up corners for kitchen play, doll play, block play, etc. Let the children share their toys with each other and play in their chosen corner, allowing for free talk and emotional expressions. Guide children to make small stories/themes together and play together on that theme, identify and share roles to play. Discuss emotions expressed and good/bad emotions.
<b>Variation</b>	Dressed up role play. Diverse settings can be created like street with police and signals, <i>kirana</i> (Groceries) shop, doctor's clinic, vegetable shop, etc.
<b>Other competencies addressed</b>	Practices safe use of material, shows precision and control while working with hands, interacts comfortably, responds positively, understands oral instructions, explores and plays with own voice, works collaboratively.
<b>What can be observed?</b>	Working in groups, children's participation and initiative, children's language skills, emotional expressions, imagination in play, turn taking ability, cooperation with other children during play.

## Activity 2

### ANTAKSHARI (WORD GAME)



<b>Material required</b>	Children sitting in a circle
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Give children opportunity to name an object in the room. Provide flexibility in using languages; ensure all children participate in the activity. Let the children talk about the objects and say one word related to the object e.g., ball-round, red, big, bounces, etc. Let them interact with others in this activity.
<b>Variation</b>	Children can collect objects used for a particular purpose from the classroom/home; for example—children can collect objects with which they colour/play with and tell their names like ball, doll, book, utensils, flowers, clothes.
<b>4–5 years</b>	Let the children play word <i>antakshari</i> , picking up the last sound of the word said by previous child and making a new word with that sound. This chain activity must ensure that all children participate and use any language they are comfortable in.

<b>Variation</b>	The above activity can be played in pairs. See which pair can think of more words.
<b>5–6 years</b>	Allow children to play word <i>antakshari</i> with more simple and complex words. Let them discuss the meaning of these words with the teacher and each other.
<b>Variation</b>	Action songs with new words, word <i>antakshari</i> can be conducted by making small teams/groups of children. Creating stories with new words.
<b>Other competencies addressed</b>	Understands oral instructions, recognises the last sound of the word, explores and plays, works collaboratively, interacts comfortably.
<b>What can be observed?</b>	How children interact comfortably with familiar and less familiar adults, play comfortably with other children, join games, accommodate rules, makes new words, pay attention and express interest.

### Activity 3 CIRCLE TIME DISCUSSION



<b>Material required</b>	Picture cards, dolls, toys
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Facilitate free conversation and communication, using the material in a circle time discussion. Allow all children to talk and express their ideas about the item shown. Encourage them to relate the talk to their family and experiences.
<b>Variation</b>	Give a topic for free talk on festivals and current seasonal and social celebrations—like Baisakhi, Diwali, etc.
<b>4–5 years</b>	Put toys in the center. Allow the children to sit around and pick a toy and talk about it. Relate it to personal experiences. Let all the children participate.
<b>Variation</b>	Children can recreate celebration of local festivals using toys.
<b>5–6 years</b>	Give the children a topic and allow them to choose from the available material. Let them sit in a group and let each child talk about the toy he/she picked and how it relates to the topic they chose. Allow substitution of one object for another, e.g., a block as policeman's phone.

<b>Variation</b>	Different topics can be chosen for circle group discussions such as animals, community helpers, water, soil, etc.
<b>Other competencies addressed</b>	Develops appropriate vocabulary, converses fluently, understands oral instructions works collaboratively, innovates and works imaginatively.
<b>What can be observed?</b>	Children’s vocabulary development, their language, social interaction, comfort in classroom activities, comfort in playing with others, ask for help, enjoy being in the company of peers.

### C-4.4: Shows cooperative behaviour with other children

#### Activity 1 LET US PLAY



<b>Material required</b>	Clear outdoor or indoor space
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Let the children form a circle, and walk to the centre with hands outstretched. Each child can grab one hand each of two different children (however, care must be taken that it cannot be the child next to him, nor can he/she grab both hands of the same child). Then ask the children to unite their hands smoothly. Children easily connects with the concept of bonding together.
<b>Variation</b>	Children can jump together, walk in a backward direction, roll on the floor by taking care of themselves and not dashing into each other.
<b>4-5 years</b>	Use the same activity as for 3-4 years. Facilitate discussion about the game. Allow children to express their feelings about holding hands of other children. Free conversation about interpersonal relations can be done. Let them talk about interpersonal relationships based on their experience.
<b>Variation</b>	<ul style="list-style-type: none"> <li>Children can hold hands in pairs and jump on 2 feet together. They can hold hands of each other and dance to the rhyme—Let us go dancing, dancing, dancing, etc.</li> <li>Children can be asked to push a heavy chair/table alone, and then together with one or two more children and observe how they can do it more easily, alone or when they work together.</li> </ul>

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Use the same activity as for 3-4 years and 4-5 years. Detailed discussion about the activity is done by children. Let them discuss about cooperation and unity which create strength.</li> <li>• Interviewing each other—they can ask what is your name, what is your father’s name, how old is your younger sister, etc.</li> <li>• Organise relay running races.</li> </ul>
<b>Variation</b>	Stories about ‘unity is strength’ can be narrated. Outdoor group game, nature walk, action songs in small groups, role play can be conducted.
<b>Other competencies addressed</b>	Shows coordination between sensorial perceptions and body movements, shows balance and coordination strength, and demonstrates willingness to understand causes and effect relationships.
<b>What can be observed?</b>	Children’s participation such as who are a bit shy to participate, who are not easily ready to hold each other’s hand, children who are very caring and considerate while hand holding with other children. Verbal expression, acceptance of each other, tolerating inconveniences while working in pairs like someone holds hand tightly, showing patience. Make a note of children who are likely to boss/bully or shy children and help them to modify their behavior.

## Activity 2

### COLLAGE MAKING TIME



<b>Material required</b>	Chart papers, variety of collage material, gum, scissors
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Give each child different textured pasting material such as papers, cloth, leaves, petals, grass, saw dust, husk, etc. Give a big chart paper and get four children to sit around one chart paper and do the drawing and pasting activity. Help them coordinate their activity in such a way that all material is pasted on the chart.
<b>Variation</b>	Stamping—children can use different leaves, sponge shapes and dip in colour to make impressions on paper, simple water stamps can be made on the floor.
<b>4–5 years</b>	Give children a variety of textured pasting material such as papers, cloth, leaves, petals, grass, saw dust, husk, etc. Give a big chart paper and get four children to sit around and do the pasting activity. Here, give children a theme such as paste material in different shapes—circle, rectangle, triangle, etc.

<b>Variation</b>	Stamping activity on paper using different shapes.
<b>5–6 years</b>	Get children to develop a theme for the collage activity, e.g., developing a picture of a garden. Ask them to collect the collage material, cut the papers and cloth into different sizes, sit in a group of four and develop a garden on the chart paper using the collage material by coordinating and discussing with each other.
<b>Variation</b>	Indoor play activities where children need to share material and ideas cooperating with each other.
<b>Other competencies addressed</b>	Shows coordination between sensorial perceptions and body movements, balance, coordination and flexibility, shows precision and control in working and works collaboratively, explores and plays with variety of materials.
<b>What can be observed?</b>	Competency of children to make plans with others (e.g., what, why, how, when), children’s sharing of ideas, cooperative behaviour, willingness to include other’s ideas.

### Activity 3

#### BIRTHDAY CELEBRATIONS (CELEBRATION OF FESTIVALS)



<b>Material required</b>	Colour paper, strings, balloons, gum, scissors, chart
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Celebrate each child’s birthday. Keep one day in a month for celebration of birthdays. Along with the children decorate the class, make greeting cards or make small gifts from art and craft paper/old newspaper with drawings using crayons, and simple printing using water colours. Provide the material and help them in the decoration. Give them simple duties to carry out such as holding items, handing them to others, sitting in a small group to develop greeting cards and so on. Provide opportunity to look on as to how a birthday is being celebrated, and sing birthday song with the children.
<b>Variation</b>	Participation of children in celebrating festivals in the school/home; for example—colour <i>diyas</i> for Diwali and so on.
<b>4–5 years</b>	Let the children help in classroom decoration, cut papers, blow balloons and help each other in arranging furniture. Let them make greeting cards with drawings and paintings. Encourage children to greet each other and the birthday boy/girl. Let the children sing songs and together celebrate their friend’s birthday as it creates a feeling of oneness among children.

<b>Variation</b>	Participation of children in celebrating festivals at home/school, enjoying and celebrating seasonal harvest using locally available natural resources leaves, flowers, etc.
<b>5–6 years</b>	Provide opportunity to facilitate birthday celebration of classmates. Let the children decorate the classroom on their own, make birthday caps, cards, bouquet, etc., with the resources available in the school. Let them sing songs, dance and enjoy the friendship and togetherness. Advice and watch for safety while using scissors as children do activities cooperatively among themselves. Also discuss how differently we can celebrate birthdays by helping the needy, planting a tree, by doing an act of service or charity.
<b>Variation</b>	Celebration of other festivals can be done.
<b>Other competencies addressed</b>	Shows coordination between sensorial perceptions and body movements, shows balance and coordination strength, and demonstrates willingness to understand cause and effect relationships.
<b>What can be observed?</b>	Children who actively participate and take initiative, children's cooperative behaviour, speaking skills, participation in singing and dancing.

### **C–4.5: Understands and responds positively to social norms in the classroom and school**

#### **Activity 1**

#### **LET US CELEBRATE A NATIONAL FESTIVAL**



<b>Material required</b>	National flag, balloons in flag colours, paper cut-out flags, gum, scissors, threads
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>Let the children participate in the national festival by dressing appropriately, stand in attention in respect of national anthem, listen to national anthem carefully when sung, salute the flag.</li> <li>Encourage them to wish each other and elders with <i>namaste</i> in their mother tongue/home language.</li> </ul>
<b>Variation</b>	Provide the material and help children make the national flag.
<b>4–5 years</b>	Help in colouring the flags in the classroom. Teach the children to sing the national anthem. Encourage them to wish others appropriately on this special day.

<b>Variation</b>	Let the children blow balloons of three colours: orange, white, and green and help in tying them, flying and catching.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Let the children cooperate with each other in decorating the class in flag colours using balloons blown by them and other decorative material as per the colour of the flag.</li> <li>Let them dress up like freedom fighters and introduce themselves by saying dialogues. Let them stand in attention, salute and sing the national anthem. Dance on songs related to <i>deshbhakti</i>. Explain to them the importance of the day. Also inspire them to talk about the country, its mountains, rivers and people.</li> </ul>
<b>Variation</b>	Celebration of other days of importance: language day, environment day, children’s day, etc.
<b>Other competencies addressed</b>	Positive attitude towards the nation, accepting and respecting different traditions and ways of celebrating festivals, self expression through various forms, sense of aesthetics.
<b>What can be observed?</b>	Children with creative ideas to express in words, children who are otherwise not verbal but using art as medium to express. Note for children’s understanding about concept of each festival, takes responsibility for completing own work, follows simple rules, enjoys activities, waits for their turn, participates.

## Activity 2

### PLAY IN ACTIVITY AREAS



<b>Material required</b>	Different areas arranged with material in the classroom such as dolls play areas, block play areas, picture reading area, book reading area, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Allow the children to choose an area in which they want to play, give simple directions to stay in their play area, talk among themselves in low voice so that others are not disturbed. Encourage them to share play material.



<b>Variation</b>	Games in groups/pairs like <i>posham pa bhai phosam pa.....</i>
<b>4–5 years</b>	Allow the children to choose an area in which they want to play. Let the children plan a theme so that cooperative play is possible. They should learn to respect others' thoughts during a play.
<b>Variation</b>	Games in groups ' <i>Ghoda hai jamal shahi, peechey dekhey mar khaee...</i> '
<b>5–6 years</b>	Let the children decide their own activity area, bring material to suit the purpose, discuss before starting the activity with their friends, talk to each other in low voice, resolve differences amicably, and play together by sharing tasks and toys. After the activity, carefully separate toys and put them back at their respective places.
<b>Variation</b>	Activity can be done at the sand pit such as making a garden, a zoo, etc. It can be done at water play area where cleaning, watering activities can be taken up.
<b>Other competencies addressed</b>	Innovates imaginatively and works, understands oral instructions as a member of a group, shows balance coordination and flexibility in activities.
<b>What can be observed?</b>	Participation of children, their enjoyment, speaking and interaction skills.

### C–4.6: Shows kindness and helpfulness to others (including animals, plants)

#### Activity 1 GARDENING



<b>Material required</b>	Saplings, child-sized gardening equipment, art material
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let the children plant saplings in the school garden, and care for the plants by watering, adding manure, removing weeds, etc. Let them not pluck flowers.
<b>Variation</b>	Let the children take one sapling from school to home and water that sapling at home, and bring it to school after a week.
<b>4–5 years</b>	Let them name their plant, talk to the plant everyday and learn about plants in the classroom through visual aids, understand parts of the plant, and reasons for providing water and manure for plants. Let them respect the lives of animals and humans alike.

<b>Variation</b>	Familiarise children with local trees/birds. Allow them to collect pebbles/seashells, etc., and make their adventure box. Let them decorate a flower vase.
<b>5–6 years</b>	Allow the children to discuss types of plants, like herbs, shrubs, trees, climbers, creepers and discuss the uses of plants. Let them draw plant and colour them. Display the work in class.
<b>Variation</b>	Visit to kitchen garden, butterfly park, discussion on pet animals. Visit to a farm, to talk, observe and discuss about care of farm animals. Visit to a zoo, and talk about care of wild animals. Visit to a water reservoir/hill/park in the local area.
<b>Other competencies addressed</b>	Positive attitude towards nature, caring for others and things in nature, understands oral instructions, converses fluently, working with their hands.
<b>What can be observed?</b>	Children's participation, social interactions, children following instructions, showing love for plants, animals, natural things around them.

## Activity 2

### SAND PLAY ACTIVITY



<b>Material required</b>	Sandpit, sandpit tools such as shovel, spade, rake, sifter, bucket, toy animals, blocks, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let 3-4 year old children be assisted by 4-5 years and 5-6 years old children in sand play activity and free play activity in which sand play tools are given. Let the older children help younger ones to play and have conversations with them, guide them to use tools well, not dirty their clothes and shoes.
<b>Variation</b>	Sand/water play—pouring water from one container to another, using funnel to pour sand/water, etc., can be conducted.
<b>4–5 years</b>	Let 4-5 years old be helped by 5-6 years old children in playing with sand using a theme, such as zoo. Older children can help in making a pond, placing zoo animals, a fence, pathways and human figures as visitors. Let the children have conversations and do the activity together.

<b>Variation</b>	Sand/water play, pouring sand/water from smaller containers without spilling, using a funnel.
<b>5–6 years</b>	Pair the 5-6 years old with 7-8 years old to build a structure using sand and blocks. Children discuss and decide their own building to be built, and assist each other and build it. Older children explain to younger ones the task, divide responsibilities, and work together to complete the task.
<b>Variation</b>	Art activity, indoor themes such as running a shop, doctors' clinic, etc., can be done.
<b>Other competencies addressed</b>	Positive attitude towards nature, caring for others and things in the nature, understands oral instructions, converses fluently, uses appropriate tools, shows care for others, works collaboratively, innovates and works imaginatively.
<b>What can be observed?</b>	Social skills, the manner in which older children assist younger ones, cooperative behaviours, caring for others memory.

### Activity 3

#### STORY ON COOPERATION



<b>Material required</b>	<p><b>Exemplar Story on Cooperation of Four Friends</b></p> <p>An elephant, a monkey, a rabbit and a peacock usually fought over the delicious fruits of a tree in the forest, saying the fruits were theirs and others must not eat them. One day, a man came into the forest and took away all the fruits and cut down the tree. The animals were left without fruits. Then they decided to cooperate with each other. The peacock offered to get the seed and plant it, the rabbit offered to water the plant, the monkey agreed to give the plant manure and the elephant offered to protect the plant. This cooperation helped them grow the tree and then the fruits came. Here too, they had to cooperate to pluck the fruit. On the back of the elephant stood the monkey, on its back stood the rabbit, and on rabbit's back stood the peacock and this way they could pluck the fruit and all could have the fruit (a folktale from Bhutan). Tell this story with the help of flash cards, charts, and models.</p>
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Tell the story and let the children enjoy it. Let them talk about friends, helping each other.

<b>Variation</b>	Ask the children to help in household chores, in simple classroom activities, help in school to clean up.
<b>4–5 years</b>	Tell the story, ask questions and let the children respond. Talk about friendship, cooperation and benefits of being cooperative.
<b>Variation</b>	Provide an opportunity to spend one day with workers in school/ community helpers like a gardener. Guide the gardener to take a session and demonstrate filling of pot with mud, making of <i>kyari</i> , watering plants with pipe, removing weeds, and talking care of the plant.
<b>5–6 years</b>	Tell the story, get the children to narrate the story, do role play, enacting the four animals and emphasise cooperation and friendship.
<b>Variation</b>	Other stories of cooperation such as ‘Pigeons and the Hunter’ can be told, songs and rhymes and outdoor games can be devised for cooperation.
<b>Other competencies addressed</b>	Demonstrates willingness and participation in activities, helps others and responds positively.
<b>What can be observed?</b>	Understanding of the characters, concept of cooperation by the children, responding to questions, narrating and enacting story, etc.

### **C–4.7: Understands and responds positively to thoughts, preferences, and emotional needs of other children**

#### **Activity 1 KNOW YOUR FRIENDS CHOICE OF PETS**

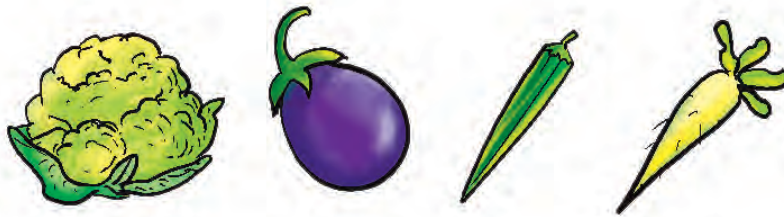


<b>Material required</b>	Pet animals’ pictures, charts, art work material
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Small group discussion on having pets at home. Show the children different types of pet pictures—dog, cat, fish, parrot, etc., and talk about having these pets. Ask them which pet they would like to have. Note the different pets children choose.
<b>Variation</b>	Sing any song related to animals.

<b>4–5 years</b>	Small group discussion on having pets at home. Show the children different pictures of pets— dog, cat, fish, parrot, etc., and ask them to name their preference for a pet, Encourage them to give reasons why they would like to have that pet. Point out the different choices each of them make. Let the children draw and colour a pet of their choice.
<b>Variation</b>	Bringing a pet to school for a day, children who don't have a pet can take turns in playing and taking care of a pet.
<b>5–6 years</b>	Ask the children to talk about pet animals by allowing them to pick up pictures, models from the toys section. Let them explain which among them is their choice and why. Add to their talk by explaining other additional features of these pets. Get them to discuss their choices. Let them draw and colour the pet of their choice.
<b>Variation</b>	Discussion can be done on differences in choices about colours, wild animals, domestic animals, etc.
<b>Other competencies addressed</b>	Works collaboratively in the areas, innovates and works imaginatively to express range of ideas and emotions, converses fluently, shows care for animals /pets.
<b>What can be observed?</b>	Children's love for pets, vocabulary, knows the names of young ones of animals, novel ideas expressed, social interactions, love for pets, children who are caring and responsive to the needs of animals.

## Activity 2

### CONVERSATION ON VEGETABLES



<b>Material required</b>	Chart, models, pictures of vegetables, actual vegetables
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Show vegetables or pictures of vegetables and lead the conversation on vegetables. Let them talk about which vegetable is made in their home, what vegetables they like. Note the different tastes and let all the children know the different preferences.
<b>Variation</b>	Children can bring any one local vegetable (one piece) from home and display in the class. Label the vegetable so that the children can make association with the object and how it is written.

<b>4–5 years</b>	Let the children pick up their favourite vegetable and talk about it, for example, How do we eat? Cooked or raw? What can we make out of it? Note the different tastes, and let all children know the different preferences.
<b>Variation</b>	Show one vegetable to children. Let each child speak one sentence about it, for example, show carrot, one child may say it is a carrot, other child may say I like carrot, next child can say my mother uses it to make <i>halwa</i> . Extend this conversation further. At the end you can ask one child to come in front and hold the carrot and say few sentences about it.
<b>5–6 years</b>	Let the children discuss the different ways in which different vegetables are cooked, curry, <i>khichdi</i> , dal, chutney, salad, etc. A demonstration of making a dish with vegetables can be arranged. Let the children indicate their likes and preferences and discuss taste, texture etc.
<b>Variation</b>	Talk about fruits, dry fruits, flowers, seeds eaten as fruits, flower that we eat, etc., can be conducted.
<b>Other competencies addressed</b>	Shows a liking for and understanding of nutritious food, multiple smells and tastes, converses fluently, cooperates with others.
<b>What can be observed?</b>	Children who are actively participating and take initiative, their language expression, vocabulary, understanding and answering of questions, taking turns in discussing, children who are better in recognising a particular vegetable and fruits through senses, texture or taste. Note the openness and flexibility of the children in trying unfamiliar fruits, vegetables.



## CG-5: CHILDREN DEVELOP A POSITIVE ATTITUDE TOWARDS PRODUCTIVE WORK AND SERVICE OR 'SEVA'

### C-5.1: Demonstrates willingness and participation in age appropriate physical work and towards helping others

#### Activity 1

#### FREE PLAY IN THE ACTIVITY AREAS



<b>Material required</b>	Indoor play/activity areas with variety of play materials such as blocks, dolls, indigenous toys, etc.
<b>Age group</b>	<b>How to conducted the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>Organize indoor free play or planned play in the activity areas such as block area, dolls area, art and craft area, book reading area, etc. Let the children choose the activity area and the material of their choice. Observe them when they are playing.</li> <li>Create opportunities of team activities where they get a chance to help each other for example, while building tower using empty paper cups or blocks, completing puzzles, etc.</li> <li>Guide the children to put the things back, after use, in the right place.</li> </ul>
<b>Variation</b>	Children help at home for simple household chores and share their experiences in school.
<b>4-5 years</b>	Organise a block play activity in the class. Give blocks to all the children. Ask them to make a tower, building, road, track, etc., in small groups and exhibit their creations. Also provide opportunity to talk about it. After the completion of the activity, involve children in keeping the blocks back in place before switching on to the next activity.
<b>Variation</b>	Ask the children to share how they clean up play area at home after they stop playing.

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Let the children engage in any indoor activity of their choice using different play/activity areas like making collage, block building, science experiences with water/air/sand, role play, etc. Provide freedom to use any material from the activity areas without disrupting the area, organising their play area, free discussion and cooperation of peers, using material carefully, play by taking turns and after playing segregate material and ensure they are placed back in the right place.</li> <li>Encourage similar cooperative efforts at home and in school whenever need arises, e.g., during meal or playtime.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>Use opportunities whenever you get, e.g., during lunch time, outdoor playtime, during field trips, etc. Assign responsibilities like putting room in order, distributing the material, fetching play/activity material, register, etc.</li> <li>Let the children help each other e.g., in opening the water bottle/tiffin, care for the needy, old, differently-abled, learn <i>seva bhav</i> by watering plants, feeding animals and birds, keeping water for birds or squirrels, serving water/tea to guests, taking care of grandparents' simple needs, helping in household work, etc.</li> </ul>
<b>Other Competencies Addressed</b>	Fine motor development, inculcation of values, positive learning habits, creative and aesthetic development, social and family engagements, etc.
<b>What can be observed?</b>	During play/activity/lunch time, pay attention to values of cooperation, helpfulness, sharing, caring, wait for own turn, places material and toys back, shows curiosity, does not harm plants and animals, etc.

## Activity 2

### LET US GROW PLANTS



<b>Material required</b>	Pots, used tins/bottles, shovel, watering mug, sand (small size equipment, etc.)
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Keep potted plants in the classroom. Show children how to water the plants and assign the responsibility of watering the plants in the classroom one by one every day in the morning, and encourage all the children to monitor the plant's growth. Tell them not to pull leaves, pluck flowers, break branches, etc., or harm the plant.




<b>Variation</b>	Children can share about their experiences while watering the plant through drawings, talk in pairs with each other.
<b>4–5 years</b>	Allot a space in the garden or a pot in the classroom to every child. Assist them to plant different seedlings in the pots; tell them it is their sole responsibility to take care of their plants and water it regularly. Generate interest in gardening, flowering plants, etc.
<b>Variation</b>	Children note their observations through drawings while taking care of the saplings. Children see each other's drawings about the growth of saplings and share their experiences while taking care of saplings.
<b>5–6 years</b>	Let the children create a miniature garden in the classroom. Guide them to make a plant holder with empty bottles/tin/ jars/egg shells, etc., fill it with soil and help them to grow some flowering plants. Encourage them to decorate their garden with pebbles, animal/bird models, etc.
<b>Variation</b>	Help the children to make a circle around a tree. Dig up the circle line with a shovel. Put different flowering plants on the circle lines. Let them build a bird house for the birds and keep water for the birds.
<b>Other Competencies Addressed</b>	Fine motor skills, creativity, care and nurturance towards plants, scientific temper, confidence, responsibility, sharing, regularity, perseverance, aesthetic sense.
<b>What can be observed?</b>	Record children's interest, creativity, hobbies, etc., knowledge about germination, plant's needs, care, stages of plant growth, assists the teacher and organises the classroom, shows joy in engaging with plants and animals, shows no discomfort in physical engagement with nature.

### Activity 3 COOKING



<b>Material required</b>	Bowls, water, muslin cloth, chana, cucumber, salt, lemon
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Prepare <i>nimbupani</i> (lemonade) with children in the classroom. Take water, squeeze lemon, add sugar in front of them. Ask them to stir. Serve to all of them and ask them to talk about the process, taste, how many ingredients were added, etc. Ask the children to wash their glasses after drinking and keep the glasses in the designated place.

<b>Variation</b>	Children engage in simple tasks like peeling potatoes, shelling peas, or any other seasonal and locally available fruits/vegetables.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Bring some fruits in the class and ask the children to wash the fruits and wipe them with cloth. Cut the fruits in small pieces in front of them and give to mix it up to prepare a fruit salad. Serve the fruit salad to the children and eat with them. Also talk about the taste, smell, colour of the fruit, etc. Ask questions to help them recall, e.g., which fruits were used? What did I do first and why?. After the activity, ask the children to help in making the space clean by putting waste in the dustbin and organising the room.</li> <li>Let the Children prepare <i>nimbupani</i> (lemonade) in the classroom with your support.</li> </ul> 
<b>Variation</b>	Children can mix sprouts and add salt, squeeze <i>nimbu</i> to create <i>chaat</i> with sprouts. They can soak <i>moong/chana</i> for one or two days and see the growth of the sprouts.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Ask the children to take small amount of black <i>chana</i> or <i>moong</i> seeds in a container and add water to it and leave aside for a day. Next day drain the water and leave the seeds in a vessel.</li> <li>Wrap them up in front of children in a thin muslin cloth and set them aside for a day or two. Ask the children to spray water whenever it is dry. They will see white structures coming out of seeds. Tell them it is known as 'sprouts'. Wash the sprouted seeds and place them in a bowl. Add small cut pieces of cucumber, little lemon juice, salt to taste and mix it well. Ask the children to help in making the sprouts into salad by handling the ingredients, squeezing lemon juice, etc., give them to eat, discuss the taste. Ask them to wash their plates and spoons, and clean the space used for the activity.</li> </ul>
<b>Variations</b>	Ask the children to learn simple recipes, without using fire, from their parents and share it in the class. Organise fire free cooking with their mothers in school. Organise healthy food mela.
<b>Other competencies addressed</b>	Fine motor skills, creativity, language, numeracy, sequencing, health, hygiene, cleanliness, etc. Developing identification of vegetables/fruits/sprouts through different tastes, smells, texture, appetite for all tastes.
<b>What can be observed?</b>	Interest of children in cooking, cleanliness, healthy eating, not wasting food, perform appropriate chores at home and/or at school, observation skills of children.

## CG-6: CHILDREN DEVELOP A POSITIVE REGARD FOR THEIR ENVIRONMENT

### C-6.1: Shows care and joy by engaging with all life forms

#### Activity 1 NATURE WALK



<b>Material required</b>	Drinking water, food, first aid kit, transport facility
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Take children out of the class/school to the garden and provide opportunities to observe and talk about birds, plants, trees and animals in the surroundings. Draw their attention to the shape, size, and colours of the things they observe.
<b>Variation</b>	Eat food under a tree with children. Sensitise them about the food habits of birds and animals. Encourage them to make a bird feeder and place them in their school or homes.
	Let children play around the trees during nature walk; also help them to develop a sense of responsibility by asking them to take care of their belongings and the belongings of their friends and teachers; make children empty their water bottles by pouring water into the plant beds.
	Tidy the place after eating and playing by disposing all the waste into the dustbins.

<b>4–5 years</b>	Plan a nature walk/visit to a farm or zoo and provide children some basic information about the place before visit. During the visit, let them observe, enjoy and talk in general. Ask questions.
<b>Variation</b>	Sensitise children not to pluck flowers and leaves, not to tease animals, or disturb the place in anyway.
	Allow children to share their experiences in caring for pets, playing with them, feeding and taking them out for walks.
	Draw attention to the importance of trees, such as how do they help us?
<b>5–6 years</b>	Organise a nature walk. During the visit, let children observe, talk, admire, ask questions, and kindle their curiosity. Draw attention to the varied shapes, sizes, and colours of different things like leaves, flowers, trees, stones, rocks, etc.
<b>Variations</b>	Ask children to collect objects such as stones, fallen leaves, twigs, flowers and bring them to the class.
	Provide opportunity to talk about the objects, make a collage and express joy, in the classroom.
	Engage children in experiments with natural things like, those which float or sink, etc.
	Talk about caring of plants at home, watering them regularly and giving nutrients to plants using organic fertilizers.
	Make miniature arrangements of garden in the Balvatika premises itself and talk to children, encourage questions.
	Show pictures/charts/videos on farmhouse/zoo/garden to the children and let free conversation happen in the class. Draw attention of children to different animals, what they are doing, the sound they produce their, size, colour, etc.
<b>Other competencies addressed</b>	Following instructions in social settings, enjoyment and oneness with nature, being responsible and careful towards natural resources, handling with care, sensitivity, empathy, love for nature, also some traits of <i>vigyanmaya kosha</i> (like curiosity).
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Talking about what they have seen,</li> <li>• Expressing joy,</li> <li>• Asking questions,</li> <li>• Responding to teacher’s questions,</li> <li>• Having conversation with each other,</li> <li>• Following teacher’s instructions,</li> </ul>

## Activity 2

### A DAY OUT



<b>Material required</b>	Water bottle, snacks, first aid kit, accessories for a trip
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Take children out to a nearby village and spend few hours in the village. Provide opportunity to see and observe the daily activities of farmers; observe animals, nature and people. If children are from the rural area, then they can be taken to a nearby town/city to get the exposure of city life.
<b>Variation</b>	Visit to local nurseries, old plantation with big trees, nearby forest area, simple exposure to insects, etc.
<b>4–5 years</b>	Take children to a village and let them interact with the community, share their experiences and learn from their experiences. If children are from the rural area, then they can be taken to a nearby town and interact with any institution officials like hospital/industry, etc.
<b>Variation</b>	Visit the local artisans, such as people working with wood, potter, etc.
<b>5–6 years</b>	Take children to a village and let them take part in the daily activities of a farmer, explore and experience their social life. If children are from the rural area, then they can be taken to any nearby small-scale industry in town.
<b>Variation</b>	Visit the local artisans and spend a day participating in the activities like exploring clay work with potter.
<b>Other competencies addressed</b>	Listening and comprehending the talks of unfamiliar people, following instructions in a previously unknown social setup, communicating with unfamiliar people during visits.
<b>What can be observed?</b>	Notice children who interact with unknown people, who take initiative in asking questions and the children who are silent observers; attention span of children, their liking for natural things like farm set up, garden, animal farm and working with nature like clay work.

## Activity 3

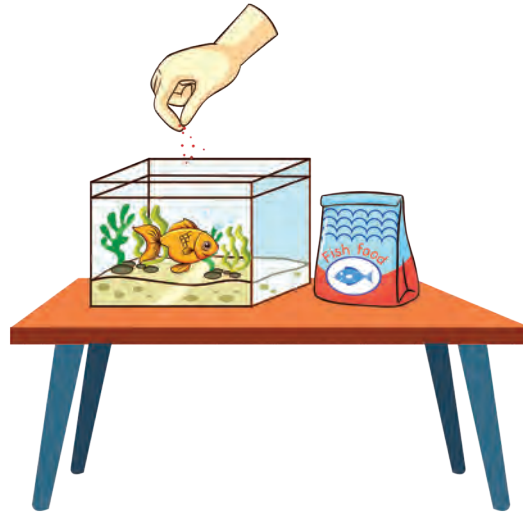
### NATURE DAY



<b>Material required</b>	Materials for nature-friendly decoration, local fruits
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Organise a nature day in school. On that day, ask children to bring fruits available in their surroundings/local areas and eat together. Let children sing songs; draw pictures and share their work with the family.
<b>Variation</b>	Let children of different classes display the fruits that they bring to school and let all children visit this small exhibit, know about the fruits that they may not have seen/known before.
<b>4–5 years</b>	Let children participate in the nature day organised by the school and participate in plantation and gift the plants to community members by inviting them to the school.
<b>Variation</b>	Children can plant a small sapling at home or in school.
<b>5–6 years</b>	Let the children participate in the nature day organised by the school and take a sapling home to take care of it. Let them observe the changes in the plant over time and share their experience in class.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Children can prepare herbarium</li> <li>• Children can draw the pictures related to the growth of sapling—first week when they planted it and later when it grew and can take a photo also.</li> </ul>
<b>Other competencies addressed</b>	Sharing, caring, taking responsibility of the sapling, learning the names of different fruits and plants, appreciating each other's work, observational skills in watching a sapling grow.
<b>What can be observed?</b>	Notice children who work regularly, see their consistency, handling of objects, eagerness to learn new names of fruits/plants, curiosity and notice children who are not easily engrossed in such activities.

## Activity 4

### Taking care of a fish/chick/rabbit



<b>Material required</b>	Fish pot/small garden-water pond, insects arounds
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Keep a fish pot in the class, and give time to the class to observe the fish.
<b>Variation</b>	Children can watch locally found insects/birds around the school.
<b>4-5 years</b>	Have chicks or rabbits in the school as pets. Give time to spend with these chicks/rabbits, to feed them, play with them.
<b>Variation</b>	Involve children to take turns to clean the habitat of chicks/rabbits.
<b>5-6 years</b>	Let children work in small groups to take turns to care for fish/chick/rabbits in the school, help in changing the water, feeding, keeping the area clean, etc.
<b>Variation</b>	Let children draw pictures of activities that fish/chicks/rabbits do from their daily observation in the school.
<b>Other competencies addressed</b>	Turn taking, being responsible, caring, learning information about animals/birds behaviour, observational skills, attention.
<b>What can be observed?</b>	Children's regularity in doing the activities, their observation skills, caring attitude. Note children who like to handle animals and those who are not able to handle with ease.

## Activity 5

### VISITING THE CLASSMATES/ TEACHERS WHO HAVE A PET



<b>Material required</b>	Necessary items for a small trip like water bottle, snacks, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Let children visit a classmate living nearby, who has a pet at home and observe and spend time with the pet.
<b>Variation</b>	The above activity can be done in small groups or pairs.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Let children who have pets, visit a house with a different pet.</li> <li>Those who don't have a pet at home visit a family which has a pet and observe and spend time with the pet.</li> </ul>
<b>Variation</b>	Let children draw the pet they have observed.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Let the children who have a pet, visit a family which does not have a pet and experience how it is without a pet around.</li> <li>Let the children who don't have a pet go to a family who has pets.</li> </ul>
<b>Variation</b>	Each child draws pictures of his/her experience with or without a pet.
<b>Other competencies addressed</b>	Learning to interact in new set up /new family, observation skills, remembering and drawing from memory, hosting friends at home.
<b>What can be observed?</b>	Children who are taking initiative in interacting in the new set ups, children who are showing hospitality; note children's expression through drawings.



# ***Vigyanamaya Kosha*** ***(Cognitive Development)***

*Vigyanmaya Kosha is composed of wisdom or intellect. The power to reason, analyse, synthesise, summarise, infer, memorise as well as linguistic and mathematical abilities all belong to Vigyanmaya Kosha. So, the activities of counting, comprehending and analysing need to be provided for developing Vigyanmaya Kosha.*

*\* How to develop literacy and numeracy skills, mathematical skills and environmental awareness and scientific thinking have been given in detail in Annexure VI.*

## **CURRICULAR GOALS RELATED TO VIGYANMAYA KOSHA**

- CG-7:** *Children make sense of the world around them through observation and logical thinking.*
- CG-8:** *Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.*
- CG-9:** *Children develop effective communication skills for day-to-day interactions in two languages.*
- CG-10:** *Children develop fluency in reading and writing in Language 1.*
- CG-11:** *Children begin to read and write in Language 2.*

# VIGYANMAYA KOSHA

## COGNITIVE DEVELOPMENT

### CG-7: CHILDREN MAKE SENSE OF THE WORLD AROUND THROUGH OBSERVATION AND LOGICAL THINKING

#### C-7.1: Observes and understands different categories of objects and relationships between them

#### Activity 1

#### ANIMALS AND BIRDS AROUND ME



<b>Material required</b>	Picture cards of animals, birds and insects, food items; small baskets/boxes/trays for sorting, leaves, stones, pebbles, twigs, flowers; picture puzzles of different animals, birds, people, plants, flowers, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Shuffle the picture cards and give them to the children in small groups and ask them to put the picture cards related to animals and birds in separate groups (i.e., in different boxes/baskets, etc.).</li> <li>• Match the animals with their food; e.g., rabbit with carrot, monkey with banana, etc. Let children talk about how they have grouped them and why?</li> <li>• Plan a visit to a nearby farm/playground/park/<i>bageecha</i>, to observe animals, birds, etc.</li> <li>• Offer plenty of such opportunities to children to observe common animals and birds around them, like buffaloes, goats, dogs, cats, mice, cows, rabbits, sparrows, crows, hens, etc. Let the children enjoy the presence of animals around them.</li> </ul>

#### Note:

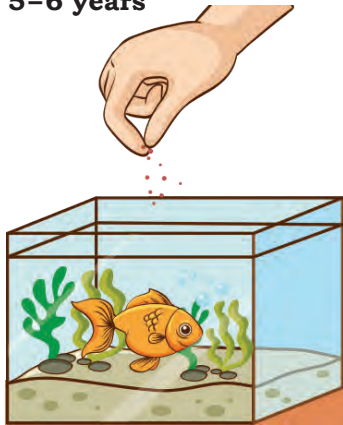
The activities and experiences can be offered depending upon the age and developmental level of children. Select the activities or create your own activities in the local context and according to children's needs.

#### 4–5 years



- Free conversation: Let children talk about what all they have observed on the way from home to school (e.g. animals, birds, buses, cars, people walking, sounds, colours and so on).
- Talk to the children about animals around them and help them understand as to how they can be kind towards animals, for example, by giving water, food, shelter, etc.
- Encourage them to identify and talk about the different animals and birds other than those they have seen in the surroundings, e.g., lion, monkey, etc.
- Organise a visit to a farm or a zoo. Encourage them to talk about farm animals, for example, how farm animals help us, about animals in the zoo, etc.
- Guided conversation: Post visit, you can focus the conversation on how all animals live together in spite of their differences. What is the difference between domestic and wild animals? What is the difference between animals and humans? Do animals and birds take bath? What do they do when they fall ill? What if animals or birds were not there at all?

#### 5–6 years



- Allow the children to observe how animals and birds are being fed by their caretakers. This will help them to associate animals and birds with their foods and learn that all living beings need care.
- Circle time discussions: Plan for interactions on animals, birds, plants and people around us and let the children take part actively in such interactions.
- Encourage them to ask questions about the animals and birds, plants, people around us and how they are helpful in our daily life.
- Allow children to share their experiences through drawings, speech, role play, drama, etc.
- Provide picture puzzles related to animals, birds, plants, etc. to children and ask them to solve these. Depending on the ability of the children, you can increase or decrease the complexity, i.e., by increasing the number of pieces of puzzles starting from two pieces to three or four pieces.

#### Variation



- Child-friendly magnifying glass/binoculars can be used and taken along for observing different insects and birds and their homes, for example, ant hills, birds' nests, etc., in the surroundings.
- Help children to take pictures of animals or cut pictures from any animal chart (using child-friendly scissors) and cut each in two, three or four pieces. Give children the freedom to put different halves together and see their creations and talk about these.
- Let children talk with the caretakers if it is okay for them to touch the animals and help in feeding. Let children do so under the supervision of caretakers and adults.
- Let children identify the animals and birds from the sound they produce.
- Have classroom displays at the eye-level of children using tactile pictures, models, children's own drawing, etc.

	<ul style="list-style-type: none"> <li>• Divide children into groups and ask them to make a list of people who help us (A chart on our community helpers can be made).</li> <li>• Sing rhymes and poems on animals and birds.</li> <li>• Play games related to animals/birds like 'चिड़िया उड़' (for other games refer to Annexure III).</li> </ul>
<b>Other competencies addressed</b>	<ul style="list-style-type: none"> <li>• Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, preserving the environment.</li> </ul>
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe that all children participate and are able to explore the environment around using their senses.</li> <li>• Observe the feelings of the children in the proximity of animals and birds (joy, happiness, fear, sympathy, etc.).</li> <li>• Observe how children respond to open-ended questions like, 'What would happen if there were no trees around us'.</li> <li>• Observe how the children look after the plants/animals; What vocabulary do they use? How do the children make use of natural materials/resources in their play or creative activities?</li> </ul>

## Activity 2

### VEGETABLES AND FRUITS



<b>Material required</b>	Picture charts of vegetables, fruits, collection of fallen seeds, leaves, twigs, tree barks, fruits and vegetables made of clay, relevant picture puzzles.									
<b>Age group</b>	<b>How to conduct the activity?</b>									
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Make picture cards of vegetables and fruits. Shuffle the cards and give them to the children to arrange them in separate piles of fruits and vegetables. (This activity is same as Activity 1).</li> </ul>									
<b>4-5 years</b>  <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">F</td> <td style="padding: 5px;">F</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> </tr> <tr> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">F</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">V</td> </tr> </table>	F	F	V	V	V	V	F	V	V	<ul style="list-style-type: none"> <li>• Fruit salad: Let the children wash the fruits and vegetables. Cut them in front of the children. Let the children see them, touch them and taste them.</li> <li>• Make picture cards of different vegetables and fruits in pairs and jumble them up. Let children match these and put the pairs together.</li> <li>• Visual discrimination cards/strips: Make a card/strip consisting of pictures of three to four vegetables and one fruit or any other object. Ask the children to identify the odd-one-out. The reverse can also be done.</li> </ul>
F	F	V	V							
V	V	F	V	V						

	<p>Classification: Children can also play a game with these cards. Four children can play at a time. Let each child place a card in the centre. If a child places a card of the same category, for example, a vegetable over a vegetable, he/she gets all the cards that have piled up. Many variations in card games are possible which will help the children learn classification.</p>
<p><b>5–6 years</b></p>	<ul style="list-style-type: none"> <li>• Take the children out to a nearby vegetable shop/farm/vegetable market. Let them see, observe and recognise texture and shape of different vegetables. Let them also feel by tactile sensation.</li> <li>• Play with puppets: Make finger or stick puppets of different fruits and vegetables. Tell the children about the value of eating different fruits and vegetables, the importance of washing them before eating, etc., through puppet play (See annexure II for making of puppets).</li> <li>• Solving riddles: These can be made for different vegetables and fruits. Let the children solve these, for example, I am red in colour, I am eaten raw, I can be cooked as well. Can you tell my name? (Tomato)</li> </ul> <p>पीले रंग का होता हूँ, खाने में खट्टा होता हूँ। बताओ मेरा नाम क्या है ?</p>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• During snack time, encourage children to talk about what they are eating, its taste, etc., and whether it is a fruit or a vegetable.</li> <li>• Make picture puzzles of different fruits and vegetables.</li> <li>• If feasible, a kitchen garden can be planned in the Balvatika centre, and the children can be involved in the sowing and watering activities and taking care of the plants.</li> <li>• In Balvatika centres, where snacks are provided, preparation of snacks like salads, fruit <i>chaat</i>, sprouted <i>moong dal chaat</i>, lemonade, etc., can be done involving the children.</li> <li>• Let the children participate in peeling of boiled potatoes, fruits, squeezing lemon, adding salt or sugar, serving, etc. Conversation can be held simultaneously about the fruits and vegetables, for example, their shape, colour, taste, how they are grown, etc., and about the process of preparing the snack like fruit salad. Encourage the children to participate actively in the conversation.</li> <li>• Simple hands-on experiences with air/water/plant germination, etc., can be organised.</li> <li>• Arrange for a sand and water play area.</li> <li>• Balvatika <i>Bageecha</i>: Create and give children their own garden space where they can sow the seeds, watch the seeds grow, etc. This garden area need not be big. Teachers can start with a large waste container/packaging material or a few pots and soil.</li> <li>• Discovery area or science area can be created in the classroom or in any learning site where children can perform simple experiments like floating-sinking with fruits and vegetables.</li> </ul>

	<ul style="list-style-type: none"> <li>• Let children create mounds of soil.</li> <li>• Make puzzles with fruits and vegetables.</li> <li>• Depending on the age and ability of the children, you can increase or decrease the number of pieces of puzzles starting from two pieces onwards.</li> </ul>
<b>Other competencies addressed</b>	<ul style="list-style-type: none"> <li>• Language skills, emotional skills, understanding of social relationships, environmental awareness, development of healthy habits.</li> </ul>
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc.</li> <li>• Observe the kind of conversations children have with the shopkeeper during role play or visitor of the Balvatika.</li> <li>• Observe children for the vocabulary they use when they respond to questions like—Which vegetables/fruits are available throughout the year? Which fruits are available in different seasons (Winter, summer, and rainy)?</li> </ul>

### Activity 3 PLANT LIFE



<b>Material required</b>	Seeds, plants, picture charts of flowers, fruits, plants etc., twigs, leaves, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Circle time discussions: Talk to children about a garden through free and structured conversation.</li> <li>• Talk about plants, trees, leaves, flowers, etc. Encourage the children to participate in the conversation.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• During nature walk, encourage children to observe different types of plants and the different parts of a plant.</li> <li>• Encourage them to observe the effect of weather on plants. Let them collect dry leaves and green leaves. Talk about seasons; when are the leaves dry and when the new green leaves appear.</li> </ul>

<p><b>5–6 years</b></p>	<ul style="list-style-type: none"> <li>• Visit to a nearby garden: Take children out on a nature walk and ask them to collect whatever they want. Then bring the children back to the classroom and use the material they have collected to make a small garden in the class. Encourage children to collect things like leaves, mud, stones, feathers, twigs, etc.</li> <li>• Sorting of collections from nature: The leaves, flowers, petals, seeds, etc., that children collect during the nature walk can be brought to the class and used for sorting, matching and classification activities.</li> <li>• Collage or Artwork: Use paper to make small trees, a pond, fishes, birds, butterflies, etc. Help children to make a collage or a model of a park/garden. It will help children to observe and understand the environment as well as appreciate the beauty around them.</li> <li>• Encourage children to observe the sprouting of seeds and its growth.</li> <li>• Introduce the concept of living and non-living things; what is required for living. Compare with non-living things.</li> <li>• Make flashcards for living and non-living things and let the children sort the cards into the two categories.</li> </ul>
<p><b>Variation</b></p>	<p>Creative activities: Let children colour pictures of trees, flowers, etc., with different colours and learn to discriminate and develop creativity.</p> <ul style="list-style-type: none"> <li>• If possible, get each child to bring a small discarded (waste / no-cost tin/pot), fill it with mud and plant a seed in it, for example, a <i>rajma</i> seed. If not by each child, it may be done in small groups. Let each group water it regularly and keep it in a place where it gets enough light and air.</li> <li>• A simple experiment can be done by putting one of the containers inside a cupboard or in a closed, poorly ventilated place and another one in the open with ample sunlight. Let the children observe the difference in the growth of the two plants.</li> <li>• Talk about day and night, discuss the difference.</li> <li>• Talk about seasons like summer, winter, rainy; let children differentiate on the basis of what we wear, what we use, for example, umbrella when it rains, etc.</li> <li>• Sow some seeds in one container and pebbles in another. After 4–5 days, observe the difference between the living and non-living. Encourage children to express what they observe.</li> <li>• Make a set of sequential thinking cards showing the different stages of plant growth. Mix them up and give them to the children to arrange in the correct sequence.</li> <li>• Sing with children rhymes and songs related to plant life.</li> <li>• Narrate stories, rhymes, and songs related to plant life to children.</li> </ul>



Some examples of rhymes are given below:

### बागों में हैं फूल खिले

बागों में हैं फूल खिले, देखो कितने फूल खिले  
तितली रानी आओ-आओ  
तितली रानी आओ-आओ  
रंग दिखाने आओ, रंग दिखाकर जाओ  
बागों में हैं फूल खिले, देखो कितने फूल खिले  
गुन-गुन भवरा आया  
सुन-सुन भवरा आया  
बागों में हैं फूल खिले, देखो कितने फूल खिले  
कोयल रानी आओ-आओ  
कोयल रानी आओ-आओ  
मीठा अपना गीत सुनाओ, कू...कू...कू...कू...  
बागों में हैं फूल खिले, देखो कितने फूल खिले  
ओ खरगोश आओ-आओ, ओ खरगोश आओ-आओ  
उछल-उछल कर आओ, उछल-उछल कर जाओ  
बागों में हैं फूल खिले, देखो कितने फूल खिले  
मोर-राजा तुम भी आओ, मोर-राजा आओ-आओ  
झूम-झूम कर नाचो गाओ, छम-छम करके पैर उठाओ  
बागों में हैं फूल खिले, देखो कितने फूल खिले

### चना किसने बोया रे?

“चना किसने बोया? किसने बोया, किसने बोया रे,  
चना मैंने बोया, मैंने बोया, मैंने बोया रे।  
चना कैसे बोया? कैसे बोया? कैसे बोया रे,  
चना ऐसे बोया, ऐसे बोया, ऐसे बोया रे।  
चना कैसे सींचा? कैसे सींचा, कैसे सींचा रे।  
चना ऐसे सींचा, ऐसे सींचा, ऐसे सींचा रे।  
चना कैसे बढ़ा? कैसे बढ़ा? कैसे बढ़ा रे।  
चना ऐसे बढ़ा, ऐसे बढ़ा, ऐसे बढ़ा रे।  
चना कैसे काटा? कैसे काटा? कैसे काटा रे।  
चना ऐसे काटा, ऐसे काटा, ऐसे काटा रे।  
चना कैसे खाया? कैसे खाया? कैसे खाया रे।  
चना ऐसे खाया, ऐसे खाया, ऐसे खाया रे।  
चना कैसे नाचा? कैसे नाचा? कैसे नाचा रे।  
चना ऐसे नाचा, ऐसे नाचा, ऐसे नाचा रे।

	<p><b>Now we are seeds</b>  Now we are seeds so-so small  Then we are big trees see how tall  Bend your body  Touch your toes  Stand up straight  And lift your nose  Sideways bending Sideways bending  Arms so wide  Bending low from side to side.  (Make children sit and bend like seeds, then jump up and stand straight, then bend and touch toes with both hands and spread both arms and move up and down as they sing the song).</p> <p><b>Gardening</b>  This is the way I plant my tree  Digging, digging in the ground.  The sun shines warm and bright above it;  Gently the rain comes falling down.  This is the way I plant my tree.</p>
<b>Other competencies addressed</b>	Language skills, understanding of social relationships, physical-motor development, emotional development.
<b>What can be observed?</b>	Watch how children look after the school garden and plants, how children solve the puzzles, what kind of vocabulary children develop, how children describe living and non-living things, etc.

## Activity 4 TRANSPORT



<b>Material required</b>	Picture cards, toys, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Children should be encouraged to observe different vehicles/ modes of transport (land, air and water) when they are taken out on excursions or even on their way to Balvatika every day. Through free and structured conversation they can be encouraged to share their observations.</li> <li>• Picture reading activity with pictures depicting various modes of transport can be conducted with the children for language development.</li> <li>• Role-play/dramatisation or games involving sounds of transport can be played with children. For example, let the children run in a circle while the teacher sings:</li> </ul>

	<p>Come, come, come All the children come Come with me and we will go On the aeroplane we will go Oh yes! Oh yes! We will go, On the aeroplane we will go.</p> <ul style="list-style-type: none"> <li>• Let the children put their arms out and make the sound of an aeroplane as they move. Similarly, other vehicles can be named.</li> <li>• Picture strips with three pictures of different modes of transport and one of something else, for example, a vegetable, can be made. Children can be asked to identify what is different.</li> <li>• Picture cards of different modes of transport can be made in pairs and jumbled. Let the children match them and form pairs.</li> </ul>
<b>4–6 years</b>	<ul style="list-style-type: none"> <li>• Make a chart divided into three sections depicting sky, land and water. Colour it suitably. Make cut-outs of different modes of transport. Let the children place these appropriately in terms of air transport, land transport and water transport.</li> <li>• Play a circle game with the children. Let one child come to the centre and play the role of ‘Mamaji’. Mamaji will say “Children, children, where do you want to go?” The children can say anything, for example, picnic, zoo, or Bombay, Delhi etc. Then Mamaji will say “Children, children, how will you go?” The children will have to mention the appropriate transport in terms of the distance to be travelled. Children will then move in a circle making movements and sounds appropriate to the transport mentioned.</li> <li>• Structured and free conversation on the theme will help children pick up basic information and vocabulary.</li> <li>• Time perception cards showing, for example, a boy on a cycle and another with a boy on a scooter, may be prepared. Make up a small story. For example, the boys have to go to their grandmother’s house. Which boy will reach early? Let the children judge and answer.</li> <li>• Rhymes like the following will help children understand traffic rules and the use of traffic lights.</li> </ul> <p style="text-align: center;">Red light, red light, what do you say? I say stop, stop, stop Green Light, Green Light, what do you say? I say go, go, go Yellow light, yellow light what do you say? I say, wait, wait, wait.</p>
<b>Other competencies addressed</b>	Language skills, understanding of social skills, physical and motor development, creative and aesthetic development.
<b>What can be observed?</b>	Observe and identify the children who are actively participating; children who cooperate with others, wait for their turn, remember things, follow instructions, etc.

**C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis**

**Activity 1**  
**JIG-SAW PUZZLES**



<b>Material required</b>	Picture cards, variety of papers, child-friendly scissors, relationship cards (lock-key, etc.), picture puzzles.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Make simple picture puzzles by cutting a big size picture into two to three large parts. Encourage children to put these together to form a meaningful whole.</li> <li>• Encourage them to complete a simple maze.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Make picture puzzles of greater complexity by increasing the number of pieces.</li> <li>• Encourage them to complete a maze with greater complexity (it could be on a worksheet and a floor maze).</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Make simple to complex mazes for the children to solve.</li> <li>• Give children the opportunity to solve puzzles of greater complexity as compared to three to four and four to five years age group puzzles.</li> <li>• Involve them in matching of relationship cards (cup-plate, lock-key, etc.).</li> <li>• Involve them to complete a maze with greater complexity (it could be given on a worksheet or make a floor maze).</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Engage children in some problem-solving activities for example, answering simple questions like “What will happen if it rains?”</li> </ul>
	<ul style="list-style-type: none"> <li>• Relationship: Give children one set of cards having some objects familiar to children and the others having related objects, for example, lock and key, shirt and shorts, comb and ribbon, etc. Encourage them to find the related cards.</li> <li>• Cause and Effect: Ask children simple questions, such as:             <ul style="list-style-type: none"> <li>▪ What will happen if you kick a ball hard?</li> <li>▪ Why does the paper get blown away when you switch on the fan?</li> <li>▪ What will happen if you do not keep your hair clean?</li> </ul> </li> <li>• Do problem-solving activities similar to those for 3-4 year olds but with increased complexity. Pose simple problems to children such as, “What are the things you can think of”</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Peeled</li> <li>▪ Cut</li> <li>▪ Squeezed</li> <li>▪ Poured</li> <li>▪ Melted</li> <li>▪ Dissolved (sugar, salt), etc.</li> </ul> <ul style="list-style-type: none"> <li>• Utilise day-to-day situations to pose problems to children and encourage them to solve problems, e.g. <ul style="list-style-type: none"> <li>▪ What will you do if you want to put a toy on the top of a cupboard?</li> <li>▪ What will you do if your footwear breaks as you are coming to school?</li> </ul> </li> </ul>
<b>Other competencies addressed</b>	Children develop language skills, understanding of social relationships, cognitive skills, creativity, precision and control in working with their hands and fingers.
<b>What can be observed?</b>	Observe how children respond to open-ended questions like—Why do you think...? How do you know...? Why do you think this happened? What will happen next? How did this happen?

## Activity 2

### FUN WITH AIR




<b>Material required</b>	Papers (old newspapers/magazines, etc.) to make paper aeroplanes, <i>firkees</i> , kites, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Let children blow air on their own hands and feel the air.</li> <li>• Let children watch the birds flying in the sky.</li> <li>• Get children involved in making a simple paper aeroplane out of old newspapers and let them play with it and fly it in the air.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Let children keep papers on the table and switch on the fan. Let them observe what happens to the papers. Ask them questions like, “What happened? What makes the paper fly?”</li> <li>• Let children watch the birds flying in the sky and encourage them to talk about ‘What flies’ and ‘What does not’.</li> <li>• Involve them in making a simple kite and watch them fly the kite; Ask them—What makes the kites fly?</li> <li>• Let children blow pieces of paper using straws.</li> </ul>


<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Repeat the previous activities and encourage children to talk about air.</li> <li>• Let children blow the drops of wet paint/colour on the paper using straws and create designs while blowing air.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let children make a <i>firkee</i> and play with it. Encourage children to talk about the importance of air in a simple manner.</li> <li>• Talk about air pollution and what we can do to control and reduce it.</li> </ul>
<b>Other competencies addressed</b>	<ul style="list-style-type: none"> <li>• Language skills, emotional skills, cognitive skills such as problem solving, preserving the environment, etc.</li> </ul>
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Watch how children play with a paper aeroplane, kite and <i>firkee</i> and what vocabulary they use while playing with it; what is the previous knowledge they have on the concept of 'air' and so on.</li> </ul>

### Activity 3

#### FUN WITH WATER



<b>Material required</b>	Tub, water, mug, objects to play with water, water toys, measuring cups, containers of different shapes and sizes, funnels, straws, droppers.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b> 	<ul style="list-style-type: none"> <li>• Start a day with free conversation on common uses of water. From free conversation proceed towards structured conversation related to water. Sing songs and rhymes related to water.</li> <li>• Let children play with water in a small group (using a big water tub with water toys, natural objects like leaves, pebbles, feathers, etc).</li> <li>• Let children paint with big brushes using water colours.</li> <li>• Let children give bath to dolls and enjoy it, and talk about personal hygiene with them.</li> <li>• Let children enjoy blowing bubbles of water.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Let children mix water colours with water and observe the new colours they make and talk about what they have made.</li> <li>• Let children put a variety of objects in water and observe what sinks and what floats, etc.</li> <li>• Organise outdoor activity, for example watering plants, water play, clay work, etc. for children.</li> <li>• Let children make a paper boat and play with it.</li> </ul>

<p><b>5–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Repeat the above activities.</li> <li>• Let children mix things in water and ask them to find out what dissolves and what does not.</li> <li>• Mix soap and water, let children make bubbles with it. Let them blow bubbles and ask them to observe the shapes of the bubble as they blow them onto plain paper; encourage children to use the paper to catch the bubbles as they fall.</li> <li>• Ask them: What happens when the bubbles fall on the paper?</li> <li>• Let children feel hot and cold water under adult’s supervision.</li> <li>• Let them experience different activities with water and offer plenty of opportunities for art and creativity.</li> <li>• Show how water is converted into ice and how ice melts into water.</li> </ul>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Engage children in the making of a paper boat (origami) and let them enjoy sailing it in a tub of water. Let them paste the same on a worksheet.</li> </ul>
<p><b>Other competencies addressed</b></p>	<ul style="list-style-type: none"> <li>• Cognitive skills, problem-solving skills, perceptual skills, develop habit that keeps them healthy and safe, sharpness in sensorial perceptions, positive regards for the natural environment.</li> </ul>
<p><b>What can be observed?</b></p>	<ul style="list-style-type: none"> <li>• Watch how children experiment with water, use the vocabulary related to floating, sinking, etc.</li> <li>• Observe how they respond to open-ended questions like: What happened when you put the object in water? Why do you think that happened?</li> </ul>

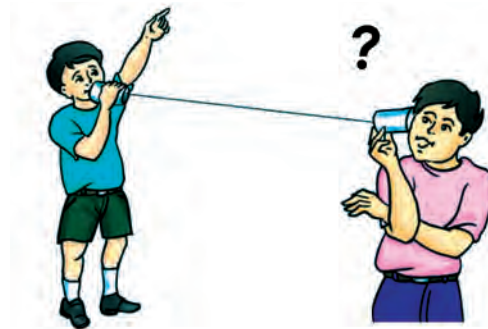
### **C–7.3: Uses appropriate tools and technology in daily life for learning**

#### **Activity 1 FUN WITH TECHNOLOGY**



<p><b>Material required</b></p>	<p>Radio, age-appropriate audio-video games, e-stories, computer, cell phone, toy/play equipment of tech devices like walkie-talkie; play accessories for dolls and dramatic area such as refrigerator, induction cooktop, mixer-grinder, etc.</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3–4 years</b></p>	<p>Discuss with the children about the technological tools they have in their homes, like a TV, smart phone, radio, laptop, computer, remote control, etc., and ask them to share their experiences related to the same.</p>

<b>4–5 years</b>	Use cards which have pictures or dummies of the tools to discuss different technological tools. Also, ask the children to share their experiences about the various technological tools and how they help to make our life easier.
<b>5–6 years</b>	Discuss with children which technological tools they have used the most during disaster management situations like during COVID-19 situation. Also talk about radio, TV, educational channels and programmes like Discovery channel, PM e-VIDYA programme, etc.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Divide the class into small groups and assign them with one technological tool through a picture card or dummy. Ask each group to discuss the usage and importance of that tool. For example, the group which got TV as their tool will talk about a TV in brief. All the members of the group will speak at least one sentence each.</li> <li>• Explain the advantages and disadvantages of various tools and discuss how to use them appropriately.</li> <li>• Make a cardboard TV with the screen opening for the children to put their faces in and ask the children to perform or share jokes/rhymes/story, etc.</li> <li>• Make all the activities considering diversity in the classroom.</li> <li>• Use cards which have pictures of different technological tools like a computer, cell phone, thermometer, printer, weighing machine, stethoscope, etc., and ask children to identify and name them and tell where they have seen it.</li> <li>• Make pairs of children and give them two paper cups and thread. Now demonstrate how to make a paper cup string phone, i.e., make a hole in the centre of the base of each cup. Then tie the thread to both the cups. Now ask the children to use one cup as microphone and the other to hear.</li> <li>• Provide children with pencils, crayons, brushes, sticks, straws, etc. to draw and paint on paper, cardboard, floor, etc., to develop their skills in using these tools.</li> </ul>
<b>Other competencies addressed</b>	Language skills, understanding of social relationships, practices safe use of material and simple tools, responds positively to social norms.
<b>What can be observed?</b>	Observe how children use and explore these technological devices and the vocabulary they use.





## CG-8: CHILDREN DEVELOP MATHEMATICAL UNDERSTANDING AND ABILITIES TO RECOGNISE THE WORLD THROUGH QUANTITIES, SHAPES, AND MEASURES



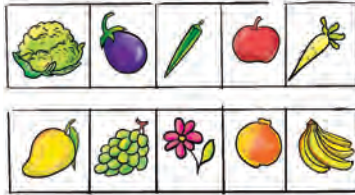
### C-8.1: Sorts objects into groups and sub-groups based on more than one property

#### Activity 1 SORTING



<b>Material required</b>	Math manipulatives, natural materials like seeds, leaves, flowers, pebbles, feathers, fabric pieces, cut-outs of shapes, coloured objects/toys, buttons, blocks, small baskets/boxes for sorting.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Give buttons of 2-3 colours mixed together and let the child classify them on the basis of colours. This activity can also be done with the buttons of different sizes and children can sort them according to size.

### Variation



- Give children any two sets of objects, for example, leaves and pebbles mixed together. Let children separate them into two different groups.
- Show the flashcards of pictures of land animals and water animals. Ask them to classify them into two categories.
- Make the strips with pictures of four objects on it. Let the three objects be of one kind; for example, vegetables, and the fourth one be different, for example, a fruit. Encourage children to find out which is different.
- Make children sit in a circle. A game such as 'Chidiya Udd' can be played with the children where one child says the names of birds or animals and the other children have to put the finger up in the air when the name of a bird is spoken and put the finger down when an animal's name is spoken. This way they classify the animals and birds.

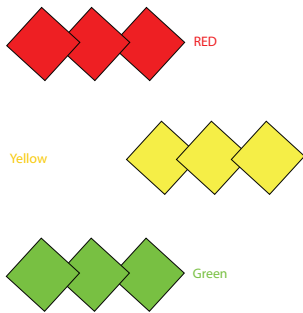
### 4-5 years



- Plan a nature walk/visit to a farm or a zoo and provide children some basic information about the place before the visit. During the visit, let them observe, enjoy and talk in general. Ask questions.
- Classification cards can also be made on a variety of objects which can be classified on the basis of their function or use. For example, pen, pencil, chalk; knife, blade, scissors; brush, duster, etc. These can be jumbled together and given to the children to classify.
- Let children sit in a circle. Start with an action such as, clap their hands twice and click their fingers, and say: 'Be quick and tell me the names of round things'.
- Let children sit in a circle. Show flashcards of fishes, birds and animals. Ask them to classify them in different categories. For example, those who live in water, on a tree and on land.
- Collect 8 objects like 2 cups, 2 spoons, 2 plates, and 2 bowls and jumble them. Ask children to identify the objects and keep them together in pairs.
- Take little tins or boxes and fill them with sand, pebbles, grains, marbles, etc., to make sound boxes. Make sound boxes with variation in sound. Let children arrange these from softest to the loudest sound.



**5–6 years**



- Make classification cards involving more than two concepts. For example, cards may include three shapes, three colours and three sizes. Let the child categorise them in any way they want.
- Make a set of nine cards. Draw one joker on each of the nine cards. Make caps of three jokers in red colour, the second set of three jokers in yellow and the third set of three jokers in green. Similarly, now make cards of jokers' caps in different shapes like triangle, square and circle. Then begin the activity by mixing all the joker cards and ask the children to classify the jokers on the basis of colour or shapes of the caps and so on.
- Let the children sit in a circle. Select any one colour, say 'red', and bring all the children wearing red colour clothes to the centre. Then ask the children to observe, think, and tell why she has called these children together in the centre.
- Draw two lines, one long and one short on the floor or chart paper. Ask children to differentiate and identify the long and short line.
- Play the game, 'Categorise' using any concept, (for example, categorise according to shape, vegetable, crockery, wild animals, etc.) with the children.
- Play a game of shapes with children. Let them sit in a circle. Start the game by saying, 'Be quick', tell the names of round things/square things, etc. It can be said in a rhythm. In the same rhythm, the child gives the answer i.e., the name of an object which is of that particular shape (lemon/slate).
- Use building blocks, coloured beads (big size), etc., for sorting by colour, size, and shapes. Children can find a variety of objects in their immediate environment and sort them by weight. Similarly, encourage them to sort pictures of fruits / animals / vegetables in separate baskets/boxes.
- Children may be asked to bring a fallen flower from outside. Now say, "Raise your hands if you have brought a pink flower". If, for example, 5 children raise their hand for pink, so we write 5 against pink on the board, similarly 2 against yellow, 1 against red, etc. Similarly a tally chart maybe created to write what's their favourite part of a festival or how many children like a specific type of sport.

**Other competencies addressed**

Development of pre-number concept, creative and aesthetic development, socio-emotional development, attention, inquisitiveness, logical thinking, language development, sorting, identifying pattern, safe use of material.

**What can be observed?**

Sorting ability, logical thinking, social interactions, language development, creativity, working together, taking turns.

## Activity 2

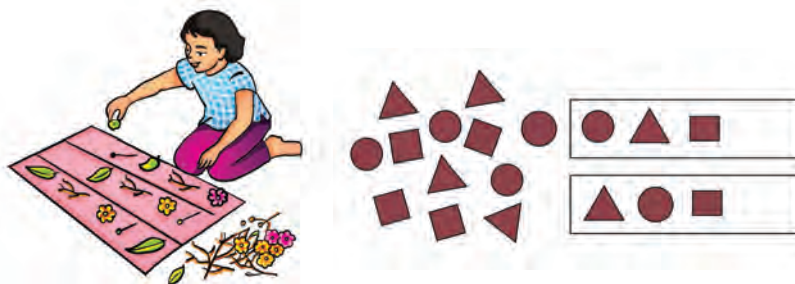
### A DAY OUT



<b>Material required</b>	Water bottle, snacks, first-aid kit, accessories for a trip.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>4–5 years</b>	Make classification cards involving two concepts. For example, cards may include three shapes and three colours. Let the child categorise them in any way they want.
<b>Variation</b>	Visit to local nurseries, old plantation with big trees, nearby forest area, simple exposure to insects.
<b>4–5 years</b>	Take children to a village and let them interact with the community, share their experiences and learn from their experiences. If children are from the rural area, then they can be taken to a nearby town and interact with any institution officials like that of a hospital/ an industry, etc.
<b>Variation</b>	Visit to local artisans like people working with wood, clay, etc.
<b>5–6 years</b>	Take children to a village and let them take part in the daily activities of a farmer, explore and experience their social life. If children are from the rural area, then they can be taken to any nearby small-scale industry in town.
<b>Variation</b>	Visit to local artisans and spending a day participating in the activities like exploring clay work with a potter.
<b>Other competencies addressed</b>	Listening to and comprehending the talks of unfamiliar people, following instructions in a previously unknown social setup, communicating with unfamiliar people during visits, communication visual memory, sorts objects into groups.
<b>What can be observed?</b>	Observe children who interact with unknown people, who take initiative in asking questions, and the children who are silent observers. Attention span of children, their liking for natural things like farm set up, garden, animal farm and working with nature like clay work.

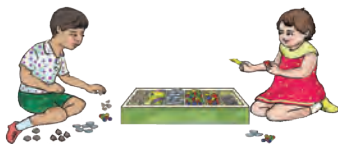
## C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers

### Activity PATTERN MAKING



<b>Material required</b>	Manipulatives, natural materials like seeds, leaves, flowers, pebbles, feathers etc., fabric pieces, cut-outs of shapes, coloured objects/toys, buttons, blocks, dice, cuisenaire rods, geo-boards and rubber bands, play money, balance scales, counting books, pre-number concept books, locks and keys, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Take a few red and yellow blocks. Build a pattern starting with one red block and two yellow blocks, repeat and ask the children to continue it. Show them one of the blocks and ask them where to put it to extend the arrangement. Ask children to identify and tell the rule.
<b>Variation</b>	Activity with coloured beads and a thread. Provide a child with five green, five red, five blue and five yellow beads and a thread. Ask the child to arrange the beads in a certain pattern, say green, red, blue, and yellow and then repeat the sequence. Ask the child to colour beads in the different arrangements.
<b>4-5 years</b>	Make quick and easy patterns, when first introducing the concept e.g. give children sheets of paper of two colours and ask them to tear strips and place them in a pattern. Not only will they build upon the concept but they will also develop fine motor skills from this tearing activity.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children clap in different patterns.</li> <li>• Play a game in which children follow a pattern of movements that you demonstrate. They can then continue the pattern and try to make up some movement sequences of their own. Here are two examples: (a) Clap, click, turn around and repeat. (b) Jump, nod and put your hands up in the air. This takes a lot of coordination and concentration and will help children learn and experience the different patterns.</li> </ul>
<b>5-6 years</b>	Organise a sorting activity and ask the child to group soft toys in one pile, toys with wheels in another and so on. This will develop the child's ability to spot patterns in things and learn that objects have different qualities.

**Variation**



- Vegetable printing: Cut out the top section of a lotus stem and ladyfinger (do not waste the complete ladyfinger, cut and use only the top of it for printing) to print patterns on a paper. For example, let them use red colour for lady finger and green colour for lotus stem. Now encourage them to create patterns (using the cutouts of vegetables) like 2 red print marks, 1 green print mark, again 2 red print marks and so on. Familiarise the child with the fact that the pattern may be extended on both sides.

The activity may be extended by varying the number; for example 4 red prints, 3 green prints, etc.

- Let the children sit in a small group of 4 to 5 children and distribute different objects like leaves, pebbles, flowers, petals, matchsticks, twigs, etc., among them and form one pattern with objects for each group. Give the same objects to the children and ask them to complete the sequence.
- Play a game in which all the children sit in a circle. One child starts by saying, “I went to the market and bought an onion”. The next child says, “I went to the market and bought an onion and a potato”. The third child repeats the above line and adds another object on one’s own. The emphasis in this game is on memory and sequential thinking. Children can remember about five to seven objects at a time.
- Make sure to notice and point out patterns in the environment. Find them on shop banners, clothes, on the footpath outside, house gates, and on a variety of leaves. You can even take the children on a pattern-finding walk and challenge children to spot patterns around them.
- Go outdoors and collect natural materials. It could be fallen twigs, flowers, and leaves, etc. Start a simple pattern – such as leaf-flower-leaf-flower and encourage children to identify and follow the pattern. Let the children repeat and follow the pattern in the same sequence or even make a different pattern of their own.
- Discuss with children the sequence of the steps involved in carrying out various tasks; for example: washing clothes, preparing meals, etc. Encourage them to tell what the next step should be.

**Other competencies addressed**

Language development, social skills, aesthetic and creative development, fine muscle coordination, musical understanding, attention, memory work collaboratively, observation, innovation.

**What can be observed?**

Observe the recognition of patterns among children in a variety of forms, ability to work in groups, vocabulary, creativity and aesthetic development, cooperation, involvement and enjoyment.



## C-8.3: Counts up to 20

### Activity

#### LEARNING TO COUNT

*\*For Balvatika, counting up to 20 is recommended in NCF-FS 2022*



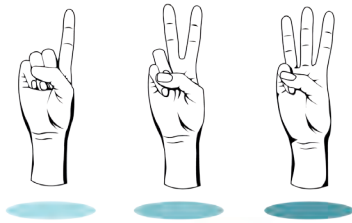
<p><b>Material required</b></p>	<p>Collection of number rhymes and poems, related stories, natural materials for counting and comparing, dot cards for counting, dot dominoes, visual discrimination cards, etc.</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3-5 years</b></p> <p>(The difficulty level of the activities can be upgraded as per the level of the child.)</p> 	<ul style="list-style-type: none"> <li>• Discuss with children about different objects around them which are only one/two/three in number like the sun/nose/ears/wheels of a rickshaw. Recite number related poems/stories in the class. Ask the child to repeat them along with actions.</li> <li>• Give the child 3–4 leaves arranged in a row. Give him/her some pebbles and ask him/her whether the pebbles are enough for the leaves. The child will place one pebble with each leaf to get the answer. This will help the child compare, match and understand ‘one-to-one’ correspondence. For this activity, one can use beads, sticks, buttons or any other locally available material.</li> <li>• During snack-time, ask children (on rotation basis) to distribute one plate, spoon, etc.</li> <li>• Make cards with different number of dots on each. Ask the child to put a bead on each dot on the card.</li> <li>• Make a strip with four pictures of birds, each different from the other. Make four matching cards. Let the child place a matching card on the top of each picture.</li> <li>• Ask children to sit in a big circle. One child starts counting from “One”, another child continues with “Two”, next one to “Three”. The teacher can fix any number like the one who got 3 will say “चुप” instead of three, the next one will start with “one” again. The teacher can change the number in each turn.</li> </ul> 

**More/less**

Let the children stand in a circle and sing the song. Ask them to show the fingers as they are moving and singing. Do actions as mentioned. Spread arms like a parrot flying. Sing rhymes/poems:

**हरी नीम की डाल पर**

हरी नीम की डाल पर तीन तोते थे  
तीनों सोते थे  
एक पटाखा फूटा,  
जैसे बम कोई छूटा  
डर गए तीनों तोते,  
हरी नीम की डाल से  
उड़ गए तीनों तोते,  
पहला तोता फुर्र  
दूसरा तोता फुर्र-फुर्र  
तीसरा तोता फुर्र-फुर्र-फुर्र।



**One Potato, Two Potatoes**

*One potato, two potatoes,  
Three potatoes, four potatoes  
Five potatoes, six potatoes,  
Seven potatoes, more.  
Eight potatoes, nine potatoes,  
Ten potatoes then...  
Count the potatoes over again.*

**5-6 years**



- Make three sets of cards with cardboard like:
  - First set—symbols of numbers from 1 to 10 on separate cards.
  - Second set—the corresponding number of dots on separate cards.
  - Third set—the corresponding number of pictures of objects on separate cards.



Distribute these among children and let them run in a circle. Call out one number at a time. The children having the cards with the symbol of the number, with the corresponding number of dots and of pictures, will come inside the circle. For example, if the teacher calls out “two”, all the three children, i.e. one carrying the card with the symbol 2, another carrying the card with two dots and the third carrying the card with a picture of two objects come inside the circle.



**Variation**

Take three cardboard boxes, place different small objects in each of the boxes. Ask children to feel and count the objects in the box. Begin with only one to three objects. Increase the number of objects as children’s counting skills improve.



<p><b>More/Less</b></p>	<p>Make 10 cards with numerals 1 – 10 on them. Randomly give these cards to children and ask them to move in a circle. Start clapping, while you clap, the children move in the circle. As soon as you stop clapping the children have to form a line in a way that the kid with the card having 1 on it is at the front of the line followed by the child with card number 2 and so on. The teacher can also ask children to make a line starting from any random number.</p> 
<p><b>Number Rhyme</b></p> 	<ul style="list-style-type: none"> <li>• <b>Sing rhymes with actions.</b> Each time 'Roll over' is said, rolling motion is enacted with hands in the poem like mentioned:</li> </ul> <p><b>Ten in the Bed</b>  <i>There were ten in the bed  and the little one said,  “Roll over! Roll over!”  So they all rolled over (Hold up ten fingers) (Roll hand over hand) –  And one fell out.  There were nine in the bed...  There were eight in the bed...  There were seven in the bed...  There were six in the bed...  There were five in the bed...  There were four in the bed...  There were three in the bed...  There were two in the bed...  There was one in the bed  And the little one said,  ‘Good Night!’.</i></p>
<p><b>Other competencies addressed</b></p>	<p>Development of language skills, social skills, numerical skills, logical thinking, wonder, planning, attention span, innovation, exploration and play.</p>
<p><b>What can be observed?</b></p>	<p>Observe the ability of counting, accuracy and speed of counting, social abilities in group activities, ability to follow instructions.</p>



## C-8.4: Arranges numbers up to 10 in ascending and descending order

### Activity

#### LET US COMPARE



<b>Material required</b>	Number cards, number rhymes, number stories, number games, objects for comparing and ordering (for dimensions–size/length and weight), geo-boards and rubber bands, play money, weighing balance, counting books, pre-number concept books, locks and keys, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–5 years</b>	<ul style="list-style-type: none"> <li>• Big/Small (size): Make children form a circle by holding hands. Then say, “Let us form a small circle. Let us form a big circle.” Children will spread out their hands to form a big circle. Children will enjoy the activity and have a first-hand experience of ‘big’ and ‘small’.</li> <li>• Observing height of the tree could be one activity, big tree/small tree, children use big boy/small boy vocabulary.</li> <li>• More/Less (quantity): Make two heaps of small objects like pebbles, buttons, beads, seeds, etc. The amount of objects in the two heaps should be distinctively different. Let the children identify the heap containing more/less objects. Encourage children to use mathematical vocabulary like, “This basket has more fruits and this basket has less fruits, etc.”</li> <li>• Heavy/Light: Hold two objects in your hand and compare which is heavy and which is light and use the vocabulary heavy and light.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Big/Small: Let children arrange the objects in series up to three levels and name them.</li> <li>• More/Less (quantity): Make two heaps of small objects like pebbles, buttons, beads, seeds, etc. The number of objects in the two heaps should be distinctively different. Let the children identify the heap/baskets/groups containing more/less objects and use the vocabulary-more/less and later arrange them in</li> </ul>

	<p>series or order them from most to least up to three or four levels. While arranging the sets from most to least, children must be encouraged to use mathematical vocabulary, for example- the <i>laddoos</i> on this plate are more, this plate has less <i>laddoos</i> than this and this plate has the least <i>laddoos</i>, etc.</p> <ul style="list-style-type: none"> <li>• Heavy/Light: Hold two objects in your hands and compare which is heavy and which is light and use the vocabulary 'heavy' and 'light' and add one more object and then arrange them in a series up to the third level and describe using mathematical vocabulary- "This is the heaviest, this is lighter than this and this is the lightest".</li> </ul> <p>For each pre-mathematical concept, three to four cards can be included, indicating four levels of gradation in that particular concept.</p>
<p><b>5-6 years</b></p> 	<ul style="list-style-type: none"> <li>• Big-Small (size): Let children seriate the objects in order and name them.</li> <li>• Long-Short (length): Let children seriate the objects in order and label them as long/longer/longest or short/shorter/shortest.</li> <li>• More/less (quantity): Take the children for a nature walk and collect a few items like pebbles, twigs, wrappers, and feathers. On a white/black board make tally marks in front of every name to get a count of each item. Now ask the children to estimate which item is collected the most? Which item is collected the least? Which item is more than feathers in number but less than pebbles? Which two items when kept together will be more than ten in number?</li> <li>• Heavy/Light: Hold two objects in your hands and compare which is heavy and which is light, and use the vocabulary 'heavy' and 'light'. Add one more object and seriate them in order up to the third level and describe using mathematical vocabulary: "This block is the heaviest, this block is lighter than that block, and this block is the lightest block".</li> </ul>
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Practice comparing weights by holding different objects in your hand. Make direct comparisons.</li> <li>• Measure using non-standard units.</li> <li>• Try real-life problem solving activities.</li> <li>• For each pre-mathematical concept, five cards could be included, indicating five levels of gradation in that particular concept and children encouraged to use mathematical vocabulary.</li> <li>• Help children develop the vocabulary of measurement and comparison, using terms such as longer, shorter, taller, bigger, smaller, wider, heavier and lighter.</li> </ul>

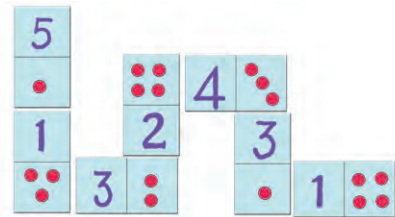
<b>Other competencies addressed</b>	<ul style="list-style-type: none"> <li>Development of pre-mathematical concepts, expression, observation, classification, experimentation, exploration, language, logical thinking, estimation, etc.</li> </ul>
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>Discuss how things are measured.</li> <li>Ask open-ended questions such as: ‘How do you know?’ or ‘Can you tell me more about that?’ or ‘What can we use to measure them?’</li> <li>Engage children in measurement —‘Can we measure the size of the balls we play with?’ or ‘How can we compare the heights of two dolls?’</li> </ul>

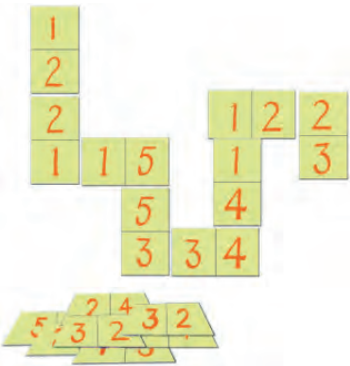

### C–8.5: Recognises and uses numerals to represent quantities up to 20 with the understanding of decimal place value system

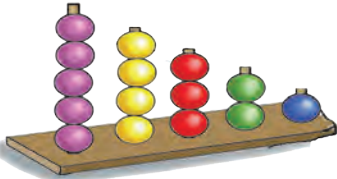
#### Activity

#### LEARNING NUMERALS

#### (COMPARE NUMBERS UP TO 9)



<b>Material required</b>	Number cards, number worksheets, number dominoes, number calendar, objects for counting, writing tools for writing numbers, number games (both indoor and outdoor), geo-boards and rubber bands, play money, balance scales, counting books, pre-number concept books, locks and keys, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–5 years</b> 	<p>No formal writing for this age group is suggested.</p> <ul style="list-style-type: none"> <li>‘<i>Bolo bhai kitney</i>’ (Tell me how many?): The teacher makes the children stand in a large circle (they could be slowly moving around in a circle). The teacher calls out “<i>Bolo bhai kitney</i>” and the children say, “<i>Aap bolo jitney</i>”. Then the teacher calls out a number, say 4. The children now form a group of 4. Children who cannot form the group sing a rhyme together or do any action of their choice. The process can be repeated with the teacher calling out a different number each time.</li> <li>Sing number rhymes as suggested earlier and collect more number rhymes.</li> <li>Use number calendar during circle time discussions.</li> </ul> 


<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>Children can tell the number of feet of animals/birds that they have seen. For example:</li> </ul> <table border="1" data-bbox="549 296 1007 428"> <thead> <tr> <th><i>Animal/Bird</i></th> <th><i>Number of feet</i></th> </tr> </thead> <tbody> <tr> <td>Pigeon</td> <td>2</td> </tr> <tr> <td>Frog</td> <td>4</td> </tr> </tbody> </table> <p>Ask them, “If one pigeon has two feet, how many feet do two pigeons have?” Keep encouraging children to talk about insects, other birds, etc.</p>	<i>Animal/Bird</i>	<i>Number of feet</i>	Pigeon	2	Frog	4		
<i>Animal/Bird</i>	<i>Number of feet</i>								
Pigeon	2								
Frog	4								
<p><b>5–6 years</b></p>	<p><b>How to conduct the activity?</b></p>								
	<ul style="list-style-type: none"> <li>Take a few strings and some beads. Make the children sit in groups and provide each of them with a string and some beads. Ask them to string the beads. Now call out a random number, like 5 and children have to remove or add beads to match the number of beads with the number called out.</li> <li>Ask the children to observe around themselves in the classroom and complete the given table. For example, Writing the number of items.</li> </ul> <table border="1" data-bbox="585 961 1386 1236"> <thead> <tr> <th><b>Name of objects</b></th> <th><b>Number of objects</b></th> </tr> </thead> <tbody> <tr> <td>Ball</td> <td>2</td> </tr> <tr> <td>Table</td> <td></td> </tr> <tr> <td>Chair</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Play a game such as jump according to numbers.</li> <li>Play games related to number recognition.</li> <li>Let children sort numbers like all two’s together.</li> <li>Create number stories.</li> <li>Let the children identify the number and place the number of objects according to the number shown using concrete material like pebbles, beads, etc.</li> </ul>	<b>Name of objects</b>	<b>Number of objects</b>	Ball	2	Table		Chair	
<b>Name of objects</b>	<b>Number of objects</b>								
Ball	2								
Table									
Chair									
<p><b>Other competencies addressed</b></p>	<ul style="list-style-type: none"> <li>Develops sharpness in sensorial perception, visual memory, precision and control in working with hands and fingers, cooperation, comprehension, willingness to work.</li> </ul>								
<p><b>What can be observed?</b></p>	<ul style="list-style-type: none"> <li>Watch how the children grasp the concept of numbers up to 9. See if they can match the number with the correct number of concrete objects.</li> <li>Use maths language appropriately.</li> </ul>								


## C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition

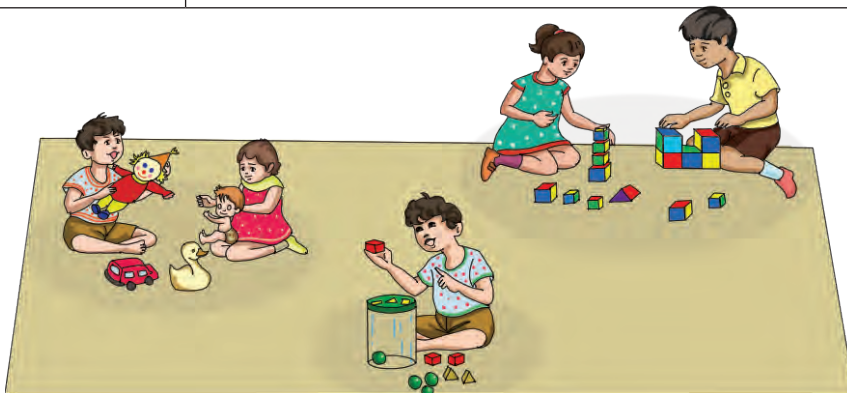
### ACTIVITY

### PLAYING WITH NUMBERS



<b>Material required</b>	Loose manipulatives, toys, and other miniatures for counting and adding.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Give children opportunities to play in small groups especially in the activity areas and encourage them to share the play material. Watch/observe the mathematical vocabulary they are using. For example, 'Please give me one more block, I have only two', 'You take one yellow block from me, I have two yellow blocks...'. These observations of children's play will help to know the children's progress in their learning of addition and subtraction (in their play set up) and at the same time help the teacher modify her/his plans and practices.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Use meal time for this concept.</li> <li>• Use simple number-based stories and rhymes for example- sing the rhyme- <ul style="list-style-type: none"> <li><i>One little monkey jumping on the bed,</i></li> <li><i>One more monkey joined and</i></li> <li><i>Now there are two monkeys</i></li> <li><i>jumping on the bed.</i></li> </ul> </li> </ul> <p>(Keep adding the verse and let children do this with actions during music and movement activity.)</p>
<p><b>4-6 years</b></p> 	<ul style="list-style-type: none"> <li>• Circle time discussions and playful activities where the teacher poses simple questions using objects like fruits, e.g. 'There are 2 bananas with me and Sarla has 3 with her. If we put them all together in one basket, and count, tell me how many bananas we have in the basket?'</li> <li>• Set up a market area with shops and let children play 'market-market' and watch and listen to the vocabulary the children are using especially for adding/subtracting/counting and also using the money.</li> <li>• Sing songs on simple subtraction like: <ul style="list-style-type: none"> <li><i>Five little ducks went out to play</i></li> <li><i>Over the hills and far away</i></li> <li><i>Mamma duck called quack-quack-quack</i></li> <li><i>Four little ducks came back- back- back.</i></li> </ul> </li> </ul> <p>(Keep reducing the number as you sing the song with children, let children do this in action and follow the wordings.)</p>

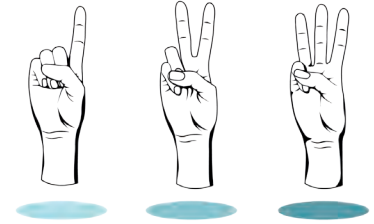
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Role play on number stories.</li> <li>• Sing rhymes with actions such as:</li> </ul> <p style="text-align: center;"><b>One Elephant</b></p> <p><i>One elephant comes out to play Over the hills and far away He had such tremendous fun He called for another elephant to come. Two elephants come out to play Over the hills and far away They had such tremendous fun They called for another elephant to come. Three elephants come out to play Over the hills and far away They had such tremendous fun They called for another elephant to come. Four elephants come out to play Over the hills and far away They had such tremendous fun They called for another elephant to come. Five elephants come out to play Over the hills and far away They had such tremendous fun They called for another elephant to come.</i></p> <p>(Divide children in a group of five. Sing the rhyme and let them sway like an elephant and keep doing actions.)</p>
<p><b>Other competencies addressed</b></p>	<ul style="list-style-type: none"> <li>• Language skills, socialisation, team spirit, following instructions, develop fit and flexible body, use enough words, comprehend, work collaboratively.</li> </ul>
<p><b>What can be observed?</b></p>	<ul style="list-style-type: none"> <li>• Ask the child to count a group of objects.</li> <li>• While reading a picture book, ask the child to count various things mentioned in the pictures.</li> <li>• Does the child recognise the numeral 1, 2, 3, 4, and 5 (i.e., 2 stands for two balls):</li> <li>• Can add and subtract small numbers (i.e. one plus one equals two).</li> </ul>





**C-8.7: Recognises multiplication as repeated addition and division as equal sharing**


**Activity**

**COUNTING AND ADDING**



<p><b>Material required</b></p>	<p>Objects for counting, crayons, fruits, sweets, etc.</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3-6 years</b></p> 	<ul style="list-style-type: none"> <li>• <b>Sing simple addition rhymes:</b> (This can be done with all the age groups across the foundational stage.)</li> </ul> <p style="text-align: center;"><b>Number March</b></p> <p><i>One child marches around the circle March, March, March One child marches around the circle Now let's have two. Two children march around the circle, March, March, March</i></p> <p><i>Two children march around the circle Now let's have three. Three children march around the circle, March, March, March Three children march around the circle Now let's have four. Four children march around the circle, March, March, March Four children march around the circle Now let's have five. (keep on adding the number and verse )</i></p> 



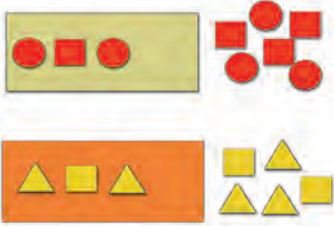
	<p><b>किसान अपने खेत में काम कर रहा है</b></p> <p>किसान अपने खेत में काम कर रहा है  किसान ने अपनी पत्नी को बुलाया  दोनों मिलकर खेत में काम कर रहे हैं।  किसान अपने खेत में काम कर रहा है  किसान ने अपने बेटे को बुलाया  तीनों मिलकर खेत में काम कर रहे हैं।  किसान अपने खेत में काम कर रहा है  किसान ने अपनी बहु को बुलाया  चारों मिलकर खेत में काम कर रहे हैं।</p>  <p>(Keep on adding the numbers and adding the verse, for example, add the domestic animal –‘cow’ as the fifth member of the family and all five are working in the farm... and so on.)</p>
	<ul style="list-style-type: none"> <li>• Give one bucket to children and let them put two red balls and two yellow balls into it, then ask others to count the number of balls and ask loudly, ‘How many balls?’</li> <li>• Arrange fruits for ‘Fruits Day’ with the help of the community: Let the children take turns in distributing bananas/oranges to all the children in the class on the ‘Fruit’ Day.</li> <li>• While making a collage let the children divide colours equally among themselves.</li> <li>• Let the children divide sweets equally among friends.</li> <li>• Ask questions like, ‘If there are two bananas, and there are two apples, count and tell how many fruits are there in all?’</li> </ul>
<p><b>Variation</b></p>	<p>You may also encourage children to first make paper balls (DIY paper balls) by crumpling waste paper/newspaper and create a ball by tying a yarn to it. Now the DIY balls are ready for tossing, catching, and throwing.</p>
<p><b>Other competencies addressed</b></p>	<p>Socialisation, language skills, positive learning habits, attention span, comprehension, interest, vocabulary empathy a fit and flexible body.</p>
<p><b>What can be observed?</b></p>	<p>Observe children for their active participation, counting accuracy, and following of instructions.</p>

**C-8.8: Understands basic geometric shapes and their observable properties, and explains the relative relation of objects in space**

**Activity 1**

**SORTING OF GEOMETRIC SHAPES AND POSITION CONCEPT, SPATIAL RELATIONSHIP**



<b>Material required</b>	Chalk, duster, sticks, beads, stones.
<b>Age group</b>	<b>How to conduct the activity?</b>
<p><b>3-6 years</b></p> 	<ul style="list-style-type: none"> <li>• Give children two different objects like a chalk and a duster, a birthday cap and a glass etc. and ask them to speak about the differences and similarities between those objects.</li> <li>• Divide your class into few groups and provide each group with a particular shape and then ask the group to find objects similar to that particular shape.</li> <li>• Provide children with various objects like sticks, beads, stones, crayons, cardboard boxes of different sizes. Guide children for using words like, 'Put one stick above the box, put a bead inside the box, put the stone behind the box, put the small box inside the bigger one, etc.</li> </ul>
<b>Other competencies addressed</b>	Development of gross motor skills, sense of direction, social interactions, etc., conversing fluently, working independently, exploring and playing with variety of materials.
<b>What can be observed?</b>	Children's understanding of geometrical shapes, accuracy in identifying them, following instructions.



## Activity 2

### SPATIAL SENSE ACTIVITIES



<b>Material required</b>	Spatial sense stories, music and movement activities
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Ask children to name animals that are found inside and outside their houses. The teacher can also name some animals and let students tell if they are found inside or outside their houses. Example- The teacher says 'Lion', now children will answer 'outside the house'.
<b>Variation</b>	On a single chair ask a child to sit. Then ask two children to sit on the same chair together. Then try with three children. Discuss what happened, 'Was it easy to accommodate all three on a single chair? Why or why not?'
<b>4–5 years</b>	Use positional words and ask children to draw various objects, like "draw a bird at the centre of the page, draw a bird sitting on the tree, draw a house under the tree". (In addition the teacher can also use words such as big/small, long/short)
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Ask the students, questions like, "Who is sitting nearest to you?", "Who is sitting farthest from you?"; Name what is inside your lunch box; put one bead inside the box; name two body parts above your neck, name one body part below your neck.</li> <li>• Let two children hold a rope at an appropriately low height and get the other children to crawl under it one by one and run back. Let the children enjoy simple activities like crawling through spaces, for example, under the table, under a bench, etc. The concept of more and less space will thus be clear.</li> </ul>



<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Draw the outline of different shapes or pictures and ask the children to colour the picture with crayon. Encourage them to colour within the given outlines. Emphasise on the words ‘inside’ and ‘outside’ the outline of the picture during colouring.</li> <li>• Ask children to stand in a line but facing in different random directions. Call out a direction (right/left) and children have to jump in that direction. Since everyone is facing random directions, everyone will have relative directions to jump to.</li> </ul>
<b>Variation</b>	The teacher can make picture cards with the same objects at different positions like one having a bird on a tree, while another with the bird sitting under the tree. The teacher can ask the differences in positions.
<b>Other competencies addressed</b>	Gross motor skills, sense of directions, social interactions, positive learning habits, communicates and appreciates a variety of responses works imaginatively, comprehends
<b>What can be observed?</b>	Sense of direction that children have understood, motor skills, social interactions, enjoyment




### **C–8.9: Performs simple measurements of length, weight, and volume of objects in their immediate environment**

#### **Activity 1**

#### **LEARNING PRE-NUMBER CONCEPTS**



<b>Material required</b>	Different types of ball, pebbles, leaves, sand, paper cup, pencil, scale, hankerchief, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<i>Heavy/Light:</i> Give a variety of objects to the children. For example, tennis balls, cotton balls, pebbles, leaves, etc. and ask them to identify which is heavier or lighter.
<b>Variation</b>	Take the children on a nature walk and ask them questions like “which tree is thick, and which one is thin.” Similarly, you can also ask, “Can you find a tree that is shorter than me?” to classify the trees as tall and short. This allows them to use language for categorization. They will develop the ability to distinguish between objects on one observable feature.
<b>4–5 years</b>	<i>Heavy/light:</i> Let the children handle two objects distinctly different in weight. For example, they can hold a small twig in one hand and a big stone in the other and compare their weights. Simple questions can also be asked to enquire about their learning.

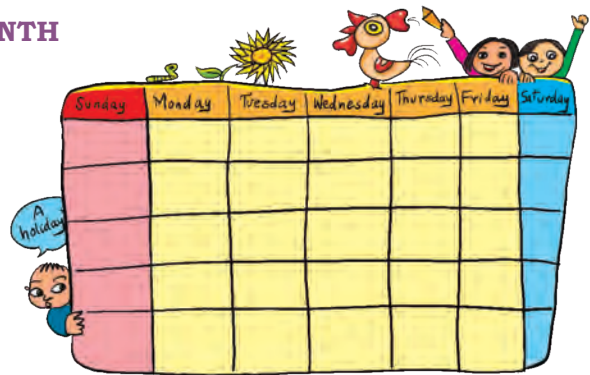
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• <i>Sand Play:</i> Provide children with containers of different sizes. Fill a container with sand and ask children to empty out the sand in different containers; similar activity can be done with water or pebbles. Discuss about less and more volume of sand in different sized containers</li> <li>• <i>Sinking/ Floating:</i> Make a collection of objects like pebbles, bottles, cup paper, pencil, scale, handkerchief etc. and a bucket/tumbler of water and experiment with children whether objects will float/sink. Teacher may ask children to estimate before experimenting with objects. Teacher may also ask learners why the objects float/sink.</li> <li>• A marketplace can be created in a classroom using simple balance. Children can role-play the weighing of objects to be sold. They can also use money cards and show the transaction between a shopkeeper and a customer.</li> </ul> 
<p><b>5-6years</b></p>	<p><i>Heavy/Light:</i> Let children handle and experiment with different objects that are heavy and light. For example, let the children first pick up a small empty bucket. Then let them fill the bucket with some water, sand or pebbles, etc. and let the children pick it up again. Help the learners explain the concept of heavy and light in their own words.</p>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• The activity mentioned above related to marketplace can also be conducted with this age group.</li> <li>• Collect objects of different lengths like pencil, book, pen, box, and from the garden fallen leaves, twigs, etc.</li> </ul> <p>Let the children measure each with their span. Now, ask the following questions:</p> <ul style="list-style-type: none"> <li>• Name the longest object.</li> <li>• Name the shortest object.</li> <li>• Ask if any of the objects have the same length? If yes, name them.</li> <li>• Is there any object which is more than a finger span long?</li> <li>• Count how many different types of objects you have collected from the garden.</li> </ul> 

<b>Other competencies addressed</b>	Verbal expression, observation ability , classification skill, experimentation, exploration, patterns identification, etc., comprehends, and knows and uses enough words, works collaboratively.
<b>What can be observed?</b>	Observe accuracy in recognition of the different concepts, clarity in explaining them.



### C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months

#### Activity

#### UNDERSTANDING TIME/DAY/WEEK/MONTH



<b>Material required</b>	No specific material required
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Ask the children about their daily routine-what they do before coming to school and what they do after going back home until they go to bed, etc. While talking, include concepts like 'before' and 'after'.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Ask children to enact what they do at different times of the day like morning/evening/night.</li> <li>• Ask children to share their experiences such as what they did yesterday, what they ate yesterday in dinner, what they want to draw today in the class, which game they want to play tomorrow.</li> </ul>
<b>4-5 years</b>	<p>Make cards with pictures showing separate activities in the daily routine of the child, for example, getting up, cleaning teeth, eating breakfast, playing, coming to school, going to sleep, etc. Jumble the cards and let the children arrange them in a proper sequence.</p>




<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Ask comparable situations, for example, drawing a scenery and sharpening of a pencil. Ask the children “which task will take longer time to finish”. Similarly, pictures can be used of a boy travelling on a cycle and another on foot. Who will reach first? Ask the children who will reach first?</li> <li>• Similarly make pictures of a bucket under a tap which shows full pressure of water and another which shows less pressure. Which bucket will fillup first? Another example – one picture shows a long candle and anotherone shows a small one which candle will burn out first?</li> <li>• Discuss with children the activities they did on the previous day/holiday/particular occasion/festival day.</li> <li>• Ask the children to share a story with everyone. Follow up discussion can take place about the story sequence.</li> <li>• Design a display board where the date, month and weather can be depicted.</li> <li>• During ‘Circle time’, point to the display board and talk about day of the week and let the children identify day for example ask them “What day is it today?”</li> </ul>
<p><b>5–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Tell a story with three to four events and after the completion of the story, ask children questions related to the occurrence of the events, e.g. what happened after, what happened before, etc.</li> <li>• Let the children handle an improvised clock made of cardboard and get familiar with it is usage.</li> <li>• Let the children make a picture book showing different events of the day.</li> <li>• Let the children work together to make a clock.</li> <li>• The teacher will give a brief idea on how to see time in a clock.</li> <li>• Ask the children to play a game using the clock they have made. One child can adjust the hands of the clock and the other child can tell what time the clock is showing.</li> <li>• Using a calendar, talk to the children about date, month and weather. For example ask them “What day is it today?”, “What day will it be tomorrow?” and so on. Let the children identify day, month and weather through play activities. Take them to the window or outdoors to observe the weather.</li> <li>• Draw the attention of children towards their birthdays or festivals that month. If it is a childs birthday, children of the class should be asked to wish the child.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Skills in sequencing, expression ability, observation ability, classification, story-telling skill etc., converses fluently, solves simple problems, understands oral instructions.</p>
<p><b>What can be observed?</b></p>	<p>Observe children if they have developed some understanding of time, creative and aesthetic skills, imagination, hand-eye coordination.</p>

## C-8.11: Performs simple transactions using money up to ₹100



### Activity

#### IDENTIFYING MONEY, COINS AND NOTES, USING MONEY



<b>Material required</b>	Coins, model currency notes
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Bring different coins, notes. During circle time, let all the children see and have a conversation about money. For example, why we need money? Let the children talk.
<b>Variation</b>	Let them keep the coins under a thin paper and rub the crayon or pencil from the top of the paper. 
<b>4-5 years</b>	Children may create items from waste material and put a price on them to sell in a role play situation.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Role play gives a sense of reality to the child, so the teacher can create a scene of a market inside the classroom and ask the children to become shopkeepers and customers. The prices could just be the numerals 1 to 5 to start. Use circular cutouts of paper or cards for transaction.</li> <li>• Children together can label the items with their price using sticky notes.</li> <li>• Let the children make a list of toys with price and display.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• During lunch time turn the classroom into a toy shop. Children can pretend to buy their favourite toy from the list in exchange of some play money.</li> <li>• Organise <i>balmela</i> in the school. Let the children buy lemonade, sprouts chaat or fruit chat, etc. and enjoy. Let them handle small amount of money say ₹10. Ask them to bring change so that there is opportunity to count and handle the currency (both coins and notes).</li> </ul>  





<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Let the children make patterns with coins. For example, heads, tails, heads, tails; penny, nickel, penny.</li> <li>• Let children play head and tail game with the coins. Let them count how many times they got head or tail.</li> <li>• Collect some coins of ₹1, ₹2, ₹5, ₹10 and put them on a plate, then give children a magnet and ask them to pick up all ₹1 coins, and so on. Children love to play with magnets.</li> <li>• Children can be asked to make a <i>gulluck</i>/piggy bank out of waste jars/bottles to collect money. Teach them to help the needy. Ask them what they will do with that money.</li> </ul> <div style="text-align: center;">     </div>
<p><b>Other competencies addressed</b></p>	<p>Socialisation, language skills, communication, creates music, role-play, dence and movement, knows and uses enough words, converses fluently.</p>
<p><b>What can be observed?</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the concept of money as exchange for goods, concept of coins and notes</li> <li>• Observe how children are using play money in dramatic play area.</li> <li>• Does the child identify Indian currency?</li> <li>• Concept of saving</li> </ul>

**C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements**

**Activity 1**  
**NUMBER RHYMES**



<p><b>Material required</b></p>	<p>Collection of related rhymes</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3-4 years</b></p>	<p>Let children sing number rhymes in correct order, for example: <i>“Two little hands to clap-clap, Two little legs go tap-tap-tap, Two little eyes that open wide One little head goes side to side”.</i></p>
<p><b>More/less</b></p> 	<ul style="list-style-type: none"> <li>• Sand play and water play also help in the development of concepts of more-less, full-empty, etc., as children fill different containers with water/sand and empty them out.</li> <li>• More/Less: Take two bowls and fill one bowl with one bead and another with 5 beads. Let child identify which bowl has less beads.</li> <li>• This activity can be conducted with different items.</li> <li>• More/Less: Make two heaps of small objects like pebbles, buttons, beads, seeds, etc. The amount of objects in the two heaps should be distinctively different. Let the children identify the heap containing more/less objects.</li> </ul>
<p><b>Number Rhyme</b></p> 	<ul style="list-style-type: none"> <li>• Sing the rhyme and encourage children to do actions— <i>“Rabbits , Rabbits one-two -three Will you come and play with me? Camels, Camels four -five -six, Why do you have a hump like this? Monkeys, Monkeys seven, eight, nine Will you teach me how to climb When I have counted to ten The elephant says Now start again.”</i></li> </ul>

<b>Simple mathematical problems</b>	<ul style="list-style-type: none"> <li>• Ask questions like—“if three children are playing with a ball and one leaves the play and sits for a while, how many children are left playing with the ball?”</li> <li>• Make the children sit in a circle. Let one child start the game by saying— “I went to the market and bought an apple”. The next child says— “I went to the market and bought an apple and a banana”. The third child says, “I went to the market and bought an apple, a banana, and a mango”. The game continues in a similar manner.</li> </ul>
<b>5–6 years</b>	In addition to the above described games, play games like ‘fire on the mountains run-run-run’ which can be played about all numerical concepts such as numbers, shapes, pairs, etc.
<b>Other competencies addressed</b>	Music and movement skills, socialisation, language skills, concept development, explores and plays with own voice, body, spaces, innovates and works collaboratively, phonological awareness.
<b>What can be observed?</b>	Observe how children work with quantities, what vocabulary they use as they compare the groups or quantities. Ask questions like—what do you notice about these two collections? What is the same? What is different?

## Activity 2

### PLAYING WITH SHAPE DOMINOES



<b>Material required</b>	Shape dominoes, assorted shape cut outs, crayons, paper.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Distribute one card domino to each child. Use one colour shape in the shape domino to place one domino in the centre of the circle. The child who has a card with the identical shape as in the card placed in the centre will come forward and place their card to match the previous one. One by one the rest of the children will match their cards in the same manner to form a pattern.</li> <li>• Provide 2–3 piece shape puzzles and encourage them to complete the same.</li> <li>• A variety of shape blocks can be placed in the block building area where children get exposure to experience and play with different shapes and construct objects with them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Let children dip any shape block in the paint and print it on the paper; identify the shapes.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Shape hunt: Arrange for a visit around the school, <i>anganwadi</i> or <i>Balvatika</i> and encourage children to do a shape hunt. This will help in developing children’s observation skills as well as make them aware of shapes around them.</li> <li>• Printing with shape blocks: Let children dip the shape block in the paint and print on the paper and encourage children to create a collage.</li> <li>• Geo-board shapes: Let children create different shapes using a stretch band/rubber band on the geo-board and name the shapes they have created.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Let children create a collage using variety of objects of different shapes.</li> <li>• Arrange for a visit around the school/anganwadi and encourage children to do shape hunt. This will help in developing children’s observation skill and as well as make them aware of shapes around them.</li> <li>• Let children prepare some healthy snacks in some shapes like triangle sandwiches, <i>poori</i> by cutting rotis using a round lid, and so on.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Drawing an incomplete shape into a complete shape.</li> <li>• Hopping on different shapes drawing on floor.</li> <li>• Sorting items by shape.</li> <li>• Making and extending patterns using shape cutouts</li> <li>• Encourage children to observe shapes in their immediate environment— both in the <i>Balvatika</i>, and beyond. Give them a clue and exploration idea. For example, hunt the things which are round in shape while going home. This also helps in developing mathematical vocabulary as they engage in comparing and contrasting. They understand and use the terms, “this is same” and “this is different” and so on.</li> <li>• Later you may include technology into it and ask them (with the support of adults at home) to take photographs of the shapes they see. Further, If possible, take the print of their photographs and let them play a sorting game in the school setting and at home. Involve parents in such foundational numeracy activities.</li> <li>• Let the child feel the shapes, identify and name them. Keep the shapes (circle, triangle and square) made up of cardboard in feely bag.</li> </ul>
<b>Other competencies addressed</b>	Problem-solving, critical thinking skills, positive learning habits, work collaboratively, innovation and imagination, exploration and play with a variety of materials.

**What can be observed?**


- Children’s participation, engagement with different shapes, watch how the child extends the pattern using variety of shapes; does the child identify and name the basic shapes correctly, ask questions as they create with assorted shape blocks/cutouts, for example, ‘Why do you think it could be a...? Is there any other shape which could have been used? Which shape would you like to use?’ How many triangles/circles/squares/rectangles are there? Where have you seen this shape before? Can you find something like this at home?

### Activity 3

#### SPACE CONCEPT (SPATIAL RELATIONSHIP)

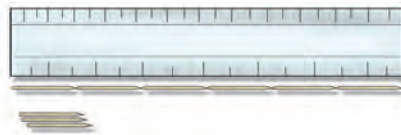




<b>Material required</b>	Picture cards and concrete materials
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Play circle games with the children.</li> <li>• Sing with them and make them move according to the words of the song like:  <i>Let us go in-in-in</i>  <i>Let us go out-out-out</i>  <i>Let us now turn around.</i></li> <li>• Free conversation, storytelling and dramatisation help in the formation of space concepts and develop related vocabulary, for example, ‘the lion fell into the well’, etc.</li> </ul>

<p><b>4–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Singing rhymes with appropriate actions help in developing the concept of space and position, for example:  <i>Put your right hand in  Put your right hand out  And shake it all about  Do the boogie woogie  And turn yourself around  That's what it's all about!</i></li> <li>• Let the children enjoy simple activities like crawling under the table, etc.</li> <li>• Give simple instructions to the children. For example 'bring the picture book here', 'put the book on the table', 'put the coin in the glass', etc.</li> <li>• Make picture cards showing objects placed in different positions. For example, 'above the tree', 'under the tree', 'on the table', 'under the table' and let the children classify these in terms of different positions.</li> </ul>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Visit outdoor places to observe, and understand positions and directions like over, under, etc.</li> <li>• A variety of outdoor games and action songs, music and movement activities can be organised where children get opportunities to experience and use words like turning, flipping, in front, behind, sideways and so on.</li> <li>• Let children create structures using old carton boxes, packaging boxes or empty containers.</li> <li>• Use position words as you talk with children to help them understand spatial concepts. For example, "You will find the toy box under the table."</li> <li>• Play hide and seek (popularly known as <i>chupan chupai</i>) where children commonly use positional words.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Pattern making, problem solving, critical thinking skills, etc., develops sharpness in sensorial perceptions, visual memory, eye-hand coordination, converses fluently.</p>
<p><b>What can be observed?</b></p>	<p>Understanding of spatial concepts, children's participation, knowledge of the right vocabulary used for different positions, follows instructions</p>

## Activity 4

### MEASUREMENT



<b>Material required</b>	Objects for measurement, toys, manipulatives, blocks, ribbon, <i>sutli</i>
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Begin by comparing the sizes of different toys/objects available in the classroom.</li> <li>• Use blocks for non-standard measurements</li> <li>• Encourage children to use footsteps to measure the classroom. (Sing a rhyme while they are doing so or play music; this would help children to balance and coordinate their bodies).</li> </ul>
<b>4–6 years</b>  	<ul style="list-style-type: none"> <li>• Let the children measure a big block or a table in the classroom using a handspan.</li> <li>• Let them measure the classroom using the footsteps.</li> <li>• Let the children measure each other's height using a ribbon or a <i>sutli</i>. Let one child stand against the wall and the other child measure the height of that child. Help them compare their heights.</li> <li>• Let the children arrange the objects in order by length, height, and size, for example: big–bigger–biggest.</li> <li>• Keep a weighing machine in the class and let children weigh themselves.</li> <li>• Take the children for a visit to the market and encourage them to observe how the fruits and vegetables are weighed and sold. Let them use a weighing machine and see which item is heavier and which is lighter. They can also be encouraged to guess the weight before weighing them.</li> <li>• Let the children line up in the order of their height while going out for playing. This will help them understand the concept of tall and short.</li> <li>• Let the children arrange leaves in the order of their size.</li> <li>• Let the children compare a long rope with a short rope.</li> <li>• Let the children compare objects. For example, a big cat and a small cat, a fat cat and a thin cat.</li> <li>• Let the children observe and explore things which are heavy/ light through simple experiments and hands-on experience.</li> </ul>
<b>Variation</b>	Encourage the children to weigh the dry sponge and wet sponge and observe the difference.

<b>Other competencies addressed</b>	Concept formation, language skills, socialisation, observation and understanding of different categories of objects and relationships, showing care and joy, meaningful conversations, attention span.
<b>What can be observed?</b>	Observe their inquisitiveness about the things around.

**C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements**

**(Follow the activities given under C-8.12 as the concepts given in C-8.12 and C-8.13 are similar.)**



## CG-9: CHILDREN DEVELOP EFFECTIVE COMMUNICATION SKILLS FOR DAY-TO-DAY INTERACTIONS IN TWO LANGUAGES

### C-9.1: Listens and appreciates simple songs, rhymes, and poems

#### Activity 1 RHYME TIME




<b>Material required</b>	Variety of stick puppets, hand puppets, toys like balls, musical instruments, collection of songs, picture books.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	<ul style="list-style-type: none"> <li>Organise a rhyme time in the class. Use actions, props and puppets to sing common rhymes in Language 1 and Language 2, for example, use actions while singing the rhyme — एक मोटा हाथी झूम के चला... Encourage children to listen, respond and sing with you actively. Use rhymes regularly heard at home and in the neighbourhood.</li> <li>Recite songs on alphabets.</li> </ul>
<b>4-5 years</b> 	<ul style="list-style-type: none"> <li>Organise a rhyme time in the class. Keep all the materials ready. Ask the child to select any prop of their choice. Sing popular rhymes from your region and ensure that every child listens to it attentively.</li> <li>Now, teach them to sing any related rhyme with that prop.</li> <li>Example – Umbrella prop – The children can sing ‘ये रे ये रे पावसा, तुला देतो पैसा, पैसा झाला खोटा, पाऊस आला मोठा’ (Marathi poem). Divide the children into pairs and let them converse about the rhyme, e.g., ‘Why do we want rain? How can we collect rain water in a pot, etc.’</li> <li>Once the children are familiar with a rhyme, they can be asked to recite the rhyme individually or in groups.</li> <li>Children can sing songs on alphabets.</li> </ul>

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Organise a rhyme time in the class. Give one word to the children from the familiar poems. Ask the children to sing rhymes based on that word with actions and gestures.</li> <li>For example – ‘Bear’. The child can recite the poem, ‘The bear went over the mountain.’</li> <li>The children can be asked to sing songs on alphabets.</li> </ul>
<b>Variation</b>	Encourage the children to sing rhymes while walking in a line, and during clean up time.
<b>Other competencies addressed</b>	Vocabulary development, group coordination, confidence building creative self-expression.
<b>What can be observed?</b>	Observe the children while singing the rhyme. Notice if they are completing the rhyme, saying the words correctly and doing appropriate actions as required.

## Activity 2

### LET US SING




<b>Material required</b>	Props, puppets, objects as per the relevant rhyme.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b> 	<ul style="list-style-type: none"> <li>Sit in a circle with the children for a new action song. The teacher/caregiver introduces a song (हाथ से खाना खाते हैं, हाथ से लिखते हैं, हाथ से बहुत सारे काम करते हैं...). During interaction with the teacher/caregiver, the children listen, pay attention and ask questions.</li> <li>At the end, sing the rhyme again, and ask all the children to participate in singing of the rhyme and enjoy the actions related to the rhyme.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Teach concepts through rhymes which will encourage them to listen and comprehend the meaning of the rhyme and also understand the concept, for example, rhyme on community helpers like police, doctor, teacher, etc. Sing a rhyme on any one community helper. Ensure that children listen carefully and understand the importance of our community helpers.</li> </ul>

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Once the concept has been taught, sing a rhyme to reinforce the concept. For example, after having taught the concept of animals, the teacher may sing a relevant rhyme to the children on the same theme for better understanding.</li> <li>Encourage children to repeat the rhyme. Encourage them to ask questions related to animals.</li> </ul>
<b>Variations</b>	Ask the children to listen to more rhymes relevant as per the theme taught in the class.
<b>Other competencies addressed</b>	Listens attentively, vocabulary enhancement, listens for enjoyment, shows creative thinking, demonstrates environmental awareness.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>Ask the child to recite the rhyme and assess their understanding level.</li> <li>Observe the children humming and enjoying the rhyme and showing gestures/actions while taking part in reciting the rhyme.</li> </ul>

### Activity 3

#### GUESS THE RHYME



<b>Material required</b>	Props, puppets, pictures for different rhymes
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>  	<ul style="list-style-type: none"> <li>The teacher/caregiver can ask the children to make sounds of animals and birds. Even the teacher/caregiver can demonstrate by imitating voices sounds of birds, animals and vehicles which are familiar to the children.</li> <li>The children listen attentively to the sounds made by other children and the teacher/caregiver. After listening, they should identify the auditory differences.</li> <li>Let the children make sounds and the teacher/caregiver identifies the sound and vice versa.</li> <li>Listening activity for children — teacher/caregiver makes sounds of letters of the alphabet, children can follow the sounds.</li> <li>Sing rhymes in rhythm with actions, using musical instruments like <i>dafli</i>, <i>dholak</i>, rattle, etc. Beats can also be created by the sound of clapping, beating drums, bells, seeds, kitchen utensils, spoons, etc.</li> </ul>


<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Organise the children in small groups of two to three children per group. Show a picture/prop of any rhyme which children know. Let the children guess the rhyme by seeing the picture and then sing in a group. For example, if a prop like umbrella is shown, children can recall and guess a rhyme related to an umbrella which they have learnt previously.</li> <li>Let the children sing rhymes to the beat created on simple musical instruments played by their classmates. They may clap, use a <i>dafli</i>, beat drum or use a spoon and plate to create sound.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>Let the children sit with their eyes closed and chant Sanskrit <i>shlokas</i>, for example: ‘मातृ देवो भवः, पितृ देवो भवः, आचार्य देवो भवः.’</li> <li>Let them recite poems related to letters of the alphabet.</li> <li>Let the children create a sound in a particular way, for example, the teacher claps 3 times – then children listen to the beat and say la, la, la or ma, ma, ma in the same rhythm.</li> </ul>
<b>Variations</b>	<ul style="list-style-type: none"> <li>The teacher can sing an incomplete rhyme known to children and ask the children to complete it.</li> <li>Use different set ups, environment for the child to guess the rhyme in natural surroundings.</li> </ul>
<b>Other competencies addressed</b>	Vocabulary enhancement, thinking skills, attention span, conversation skills builds, creativity, physical development.
<b>What can be observed?</b>	Children repeat simple shlokas, pay attention to the singing of shlokas, and hold conversations about the rhymes/ <i>shlokas</i> .



## C-9.2: Creates simple songs and poems on their own

### Activity 1 LET US RECITE



<b>Material required</b>	Props and puppets, pencil, rhyme book.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	<ul style="list-style-type: none"> <li>Let the children sit in a circle. Start reciting a poem which is interesting, and the children would like to repeat it. For example say 'Pick up, pick up a <u>pencil</u>, Pick up, pick up a pen...'. Then ask the children to extend the poem by adding new words to it. A child can extend and create by saying 'pick up a ball, and pick up a book...'</li> <li>Play a game: For example, say consonants with vowel sounds: Ba be bi bo bu Ca ce ci co cu Da de di do du...</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Sing a song with the children and ask them to identify the rhyming words. Let them create more rhyming words having meaning or with no meaning. Give them a chance to create their own poem and ask the children to find out the rhyming words. You may also select a poem where they have to create thoughts related to the daily chores such as health/hygiene. With your support and guidance, children may create a song like: <i>I brush my teeth kra kra kra</i> <i>I take bath boo boo boo</i> <i>I eat by myself wah wah wah</i> <i>I dress by myself ho ho ho.</i></li> <li>Play a game of combining the consonants with vowel sounds: Ba be bi bo bu Ca ce ci co cu Da de di do du...</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Organise the children into groups of two to three. Let them sing a rhyme having repetitive words with actions.</li> <li>Let them create rhymes on their own by introducing some variations.</li> <li>Play a game: Let children combine consonants with vowel sounds: Ba be bi bobu Ca ce ci co cu Da de di do du...</li> </ul>
<b>Variations</b>	Use different rhymes with repetition.

<b>Other competencies addressed</b>	Differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs, knows and uses words effectively, develops phonological awareness, develops a fit and flexible body, interacts with other children and adults.
<b>What can be observed?</b>	Observe the children on the basis of the rhymes they create. See if they are able to identify rhyming words in familiar poems, create new rhyming words and enjoy the rhyme.

## Activity 2

### RHYMING WORDS



<b>Material required</b>	A rhyme book, chart of the rhyme, props related to the rhyme.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>Recite rhymes that have rhyming words.</li> <li>The children enjoy listening to the rhyme and participate by singing along with the teacher/caregiver: स्वच्छ बाल, स्वच्छ आँखें, स्वच्छ दाँत, स्वच्छ मुँह, स्वच्छ नाक, स्वच्छ कान, स्वच्छ हाथ, स्वच्छ पैर।</li> <li>The children can add the names of other body parts to extend the rhyme.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Sing poems that have rhyming words in them.</li> <li>The children identify the set of rhyming words in the rhyme. They participate and enjoy singing the rhyme along with the teacher/caregiver. For example: <i>The cat is sitting on the hat</i> <i>The rat is running on the mat</i> <i>The bird is flying towards the tree</i></li> <li>Create a poem from the rhyming words: Fun, sun, bun Lad, sad, bad Wall, fall, tall</li> </ul>
<b>5–6 years</b>	Word game: Say a rhyming word. Let children identify different rhyming words with that word. Then children create a rhyme using those rhyming words.
<b>Variations</b>	Collect/draw and match the objects having names that rhyme with each other, for example, hat and mat.

<b>Other competencies addressed</b>	Critical thinking skills, vocabulary enhancement, creates short poem, creates new rhyming words, differentiates sounds and sound patterns, interacts comfortably with other children, understands and responds positively.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe the child on the basis of their inputs in creating the rhyming words.</li> <li>• See if children are able to identify the rhyming words in the poem; are able to create new rhyming words in the poem.</li> </ul>

### Activity 3 GAME ON LETTERS




<b>Material required</b>	Box, textured letters
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Put pictures of objects in a box. Let the children take out any one picture at a time and say its name and the beginning sound of its name.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Put textured letters in a box. Let the child take out any one letter at a time and say its name, its sound, and make a word with that letter. For example, letter name—b, sound—b, word—bus.</li> <li>• Game: Ask the children to make rhyming words with the word given.</li> </ul>
<b>5–6 years</b>	Play a memory game. Let the children sit in a circle and keep at least three objects having rhyming names in the centre. For example, a 'cat', 'hat', and 'bat'. Cover the objects with a cloth. Let everyone close their eyes. Take out one object from the covered objects. Then ask the children to open their eyes and guess the object that is missing. Since the objects rhyme, children find it easier to guess the missing object. Then help the children create a short rhyme of 4 lines with your support.
<b>Other competencies addressed</b>	Attention, concentration, differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs, knows and uses words effectively, develops phonological awareness, develops a fit and flexible body, interacts with other children and adults.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe for children's tactile sensory skills, observation skills, memory skills, skill of reproducing sound and words orally.</li> <li>• See if the children are able to respond through body gestures.</li> </ul>

## C-9.3: Converses fluently and can have a meaningful conversation

### Activity 1 TALK TIME



<b>Material required</b>	Objects related to the topic such as dolls, toys, puppets, toy tools of various community helpers, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Organise a talk time session with children. The topic can be 'My Favourite Toy'. Let the child choose his/her favourite toy or get it from home and talk about it in the class. Encourage them to say the name of the object and describe its characteristics i.e. shape, colour, etc. in 1 or 2 sentences using a microphone (if possible).
<b>4-5 years</b>	Organise a talk time session with children. The topic can be 'Tools Used by Community Helpers'. Encourage each child to come and choose a tool. Ask them to use the microphone to name the tool, mention the community helper who uses the same tool, and the purpose it is used for. Also encourage the children to share their experiences if they have seen such a tool earlier. For example, when they visited the doctor, they would have seen the same tool (stethoscope).
<b>5-6 years</b>	Organise an interactive session in simple sentences with children in pairs. The topic can be, 'How I spent my holidays'. Let each child come and talk about their favourite activity that they did in their holidays. Encourage them to name the activity, discuss the activity and talk about why it was their favourite activity using the microphone. Each child must share their experience in at least 4 to 5 sentences. They can also bring their photos or any other memorable object to associate with their talk.
	
<b>Variations</b>	<ul style="list-style-type: none"> <li>• The teacher can ask counter question the children about the objects or their experiences.</li> <li>• Encourage children to interchange their favourite toy/tools with their friends and talk about it.</li> <li>• Show a picture to children and let them talk about it.</li> </ul>
<b>Other competencies addressed</b>	Prepares children to overcome stage fear, develops public-speaking skills; strengthens communication with peers or adults around them; vocabulary development; develops self-confidence; the child holds meaningful conversations, recognises different emotions and tries to regulate them, interacts comfortably, responds positively to others, listens and appreciates, knows and uses vocabulary (related to community helpers) and communicates in a variety of ways.
<b>What can be observed?</b>	Observe children during free play, outdoor play or group activities while they are conversing with their friends. Identify children who are fluent in language, children who are shy, hesitant to talk. Encourage such children to express through drawings, actions, etc., if they are not able to express verbally.



## Activity 2

### MYSELF



<b>Material required</b>	Puppets, stick puppets of various emotions/emojis.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Conduct a session on 'Myself' during circle time. Encourage children to come and introduce themselves to their friends one by one by saying their full name, their likes and dislikes, and what activities they can do by themselves.
<b>4–5 years</b>	Conduct a session on 'Myself' during circle time. Encourage children to come and introduce themselves to their friends one by one by saying their full name. Let children describe their mood/emotion and the reason for the same. For example, the child can say, 'Today I am very happy as I got my favourite food in the lunch box' or 'As I am going to Nani's house in the evening.'
<b>5–6 years</b>	The children can elaborate upon themselves by talking about their hobbies, likes/dislikes, age, family, school, etc.
<b>Variations</b>	<ul style="list-style-type: none"> <li>• Give them a specific topic to talk about.</li> <li>• Play dumb charades game.</li> <li>• Ask children to draw their own picture.</li> </ul>
<b>Other competencies addressed</b>	Recognises different emotions, interacts comfortably, knows and uses words effectively, develops a fit and flexible body, interacts with other children and adults; creative self expression; vocabulary development.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe children while they are speaking, performing group activities.</li> <li>• Observe their level of confidence, vocabulary in regular conversation and their self-confidence while expressing themselves.</li> </ul>



### Activity 3

#### ROLE-PLAY





<b>Material required</b>	Kitchen set, doll's house, supermarket setup, dressing/make-up table, community helpers' puppets or clothes, tools used by community helpers, dolls.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–5 years</b>	Conduct a role-play activity. Keep materials related to various setups like kitchen, doll's house, building blocks and other toys in the activity area. Encourage the children to play in these setups in small groups. Encourage them to take up different roles and enact a situation that they have experienced or heard about as per the setup.
<b>5–6 years</b>	Ask the children to sit in a circle and close their eyes and think about how they spent their previous day or weekend. Allow them to think for a few minutes. Let them enact and share with the group. Ask a few questions and encourage the children to speak For example: <ul style="list-style-type: none"> <li>• When did you wake up?</li> <li>• What did you have before coming to the school?</li> <li>• What did you see on your way to school ?</li> <li>• How were you feeling yesterday?</li> <li>• Would you like to share any special moment from your routine yesterday?</li> <li>• Which game did you play with your friends?</li> </ul>
<b>Variations</b>	Play various group games and word games or play pictinary
<b>Other competencies addressed</b>	Recognises different emotions, interacts comfortably, knows and uses words effectively, develops a fit and flexible body, interacts with other children and adults, starts recognising oneself as an individual belonging to a group, family and community; shows willingness to participate.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe children during free play, outdoor play or group activities while they are conversing with their friends.</li> <li>• Observe them when they narrate their experiences to friends or family members.</li> </ul>

## C-9.4: Understands oral instructions for a complex task and passes the same instructions to others

### Activity 1

#### GAME — SIMON SAYS/SHIVAJI BOLE



<b>Material required</b>	4 story cards
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Play the game, 'Simon says'. In this game, the teacher has to say, 'Simon says, raise your hands up in the air.' Listening to Simon says children will have to follow instructions as spoken by the teacher. If a statement is spoken without 'Simon says', then children have to remain silent and not perform any action.
<b>4-5 years</b> 	<ul style="list-style-type: none"> <li>• Play the above mentioned game with 4-5 age group as well.</li> <li>• Narrate a story to the children with the help of storytelling cards. After the story is over, ask the children to arrange the story cards in a sequence.</li> </ul> 
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Play the game 'Simon says'. Make it interesting for the children.</li> <li>• Circle time: Ask the children to sit in a circle and one child will whisper a message to the child sitting next to him/her. This child has to whisper the same message to his/her neighbour and it continues in the same manner. The last child has to speak out the message loudly. The first child has to tell whether the message is the same as spoken by him/her.</li> </ul>
<b>Variations</b>	The teacher can make the children listen to rhymes and songs and ask them to perform with actions.
<b>Other competencies addressed</b>	Differentiates sounds and sound patterns, interacts comfortably, shows cooperative behaviour, willingness to work together, communicates appropriately.
<b>What can be observed?</b>	Observe children during the game and pay attention to whether each child understands the instructions and follows it. See if children can follow more than one instruction given at a time.

## Activity 2

### FOLLOW THE INSTRUCTIONS

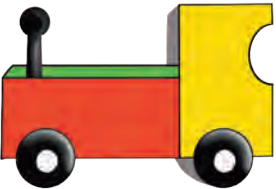



Age group	How to conduct the activity?
3–4 years	Give tasks with two simple instructions. For example, pat your head and snap your fingers and let the children follow. Encourage the children to listen and follow the instructions.
4–5 years	Give tasks with multiple instructions and let the children comprehend and follow the instructions. For example, touch your toes, jump like a rabbit and count till 5. Make the activity interesting for the children.
5–6 years	Similarly, give tasks with multiple instructions to the children without repeating and see if the children follow and complete the task. For example, laugh, name any one colour, touch your nose and kick the ball. Ask children to help their peers by giving clear instructions.
<b>Variations</b>	Organise a transition activity like parachute play. Play the game by giving various instructions. For example, take the parachute up, take the parachute down, and sit down while holding the parachute. While rearranging the class after activities in the interest/activity areas, give three to four instructions and see if the children can follow them.
<b>Other competencies addressed</b>	Physical motor development, social development, vocabulary development, comprehending and following steps, differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, knows and uses words effectively, develops fit and flexible body, interacts with other children and adults
<b>What can be observed?</b>	Observe children during the game and pay attention to whether they understand each instruction and follow it.



### Activity 3 BUILDING BLOCKS




<b>Material required</b>	Blocks and instructional manual.
<b>Age group</b>	<b>How to conduct the activity?</b>
<p><b>3-6 years</b></p> 	<ul style="list-style-type: none"> <li>• Begin the activity by showing children a pre-built simple structure made from blocks. Divide children into groups and give them a model made of blocks (simple and age-appropriate).</li> <li>• Ask them to copy and replicate the same shape. Children can copy the model or create a structure on their own using blocks. Further, the children can make different structures like towers, roads, etc., using blocks as a group activity, and can talk about it.</li> <li>• They can also be encouraged to use blocks for pretend play. Example- they can use a block as a cell phone.</li> <li>• The children can use blocks for block printing.</li> <li>• They can keep the blocks on paper and draw its outline.</li> <li>• They can use blocks for measuring activities. Example- comparing lengths.</li> <li>• They can do counting with the blocks.</li> </ul> 
<b>Other competencies addressed</b>	Fine, gross motor development and vocabulary development. Comprehend and give clear oral instructions, socialisation. Differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, knows and uses words effectively, develops a fit and flexible body, interacts with other children and adults. Shows balance and coordination and flexibility in activities; shows precision and control in working with hands; responds positively to different thoughts, helps peers.
<b>What can be observed?</b>	Observe children during the game and pay attention to whether each child understands the instructions and follows them.

## C-9.5: Comprehends stories and identifies characters, storyline and what the author wants to say

### Activity 1 READING STORIES



<b>Material required</b>	Story books, puppets, projector or screen.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b> 	Organise a reading time session with children. Narrate short stories from <i>Panchatantra</i> , <i>Jataka Tales</i> , etc., for 3-4 minutes, 6-7 minutes, and 10 minutes depending up on the age of the child. Any medium can be used for storytelling like storybooks, projectors, picture books, or a digital medium. This can be done during free play/language time or during concept development time. Encourage the children to listen to the story attentively. At the end of the story, ask the children to name the characters in the story. Read out the title of the story to start with.
<b>Variations</b>	Teacher can ask the child questions about the plot, characters or props used in the story. Talk about different endings to the story and ask the children to say what they think/feel about it. Children can be asked to see picture story books on different themes/topics.
<b>Other competencies addressed</b>	Develops communication, vocabulary development, develops self-confidence, understands and appreciates emotions, recognises different emotions, interacts comfortably, shows cooperation, responds positively, explores and plays with one's own voice.
<b>What can be observed?</b>	Observe children during reading time or story time. Identify children who are not attentive in listening and those who are fully engrossed. Also observe the children who can describe the story, and those who feel connected with the characters of the story.

## Activity 2

### SEQUENCING THE STORY



<b>Material required</b>	Picture cards of various stories, picture cards with one line sentence on them, story cards with only narration of stories in words without pictures (for 5–6 years).
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Conduct a session during story time or circle time. Give a set of picture cards to each child and ask her/him to arrange the picture cards provided to them in sequence as per the story. You can also ask them to identify the characters of the story through picture cards.
<b>4–5 years</b>	Conduct a session during story time or circle time. Give a set of picture cards with one line sentence on them, to each child and ask her/him to arrange the cards in sequence as per the story. You can also ask them to identify the characters of the story through picture cards and identify the storyline and talk about the same with their friends. Talk about a different ending to the story
<b>5–6 years</b>	Conduct a session during story time or circle time. Give a set of story cards with only narration (without pictures) to each child and ask her/him to arrange the cards in sequence as per the story. You can also ask them to identify the characters of the story through cards, identify the storyline and what the author wants to say through this story, that is, the meaning or the message that we learn from the story.
<b>Other competencies addressed</b>	Communication with peers or adults around them, vocabulary development, develops self-confidence, language development, sequential thinking. Differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs, knows and uses words effectively, develops phonological awareness, develops a fit and flexible body, interacts with other children and adults.
<b>What can be observed?</b>	Observe children during reading time or story time. See if they are trying to make different sequence of the story events than the expected sequence, trying out different arrangements of the story cards, or children who are not able to understand the correct sequence of the story. For them, the teacher should try different methods, for example, narrating a short simple story with voice modulation with props or organising a role play/puppet show, etc., instead of using story cards.

## Activity 3

### STORY WEEK



<b>Material required</b>	Puppets of different kinds—stick puppets, glove puppets and finger puppets as per the stories and background scenes related to the story. Set up the classroom with a different story theme weekly by displaying the scenes or props related to that story.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Plan a day in a week for narrating new stories. On the other days, any known story can be narrated. It can be narrated during free play time, during circle time or while building a concept. Organise the classrom with displays related to any story and ask children to guess which story they are going to listen by looking at the displays.
<b>4–5 years</b>	Conduct a story activity as mentioned above during free play or circle time. Ask children to identify the theme for the day by observing the displays and props. Ask them to identify the story, the characters from that story and the storyline for the same.
<b>5–6 years</b>	Conduct a story activity as mentioned above during free play time, circle time or concept building time. Ask children to identify the theme for the day by observing the displays and props. Ask them to identify the story, the characters from that story, the storyline of the same and what the author wants to say through this story, that is, the meaning or the message that we learn from the story.
<b>Variations</b>	Ask questions to the child about the story/plot, characters or props used in the story. Talk about a different ending to the story and ask children to say what they think/feel about it.
<b>Other competencies addressed</b>	Communication with peers or adults around them, vocabulary development, develops self-confidence, differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs, knows and uses words effectively, develops phonological awareness, develops fit and flexible body, interacts with other children and adults, shows precision and control while working with hands.
<b>What can be observed?</b>	Observe children during story time. Identify children who are attentive, not attentive, able to reproduce the story in the correct sequence, and children who need extra help to understand the story.



## C-9.6: Narrates short stories with clear plot and characters

### Activity 1

#### LET US ENJOY STORY TIME



<b>Material required</b>	Big story books, small story books with pictures, vegetables, flash cards
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Story box: Make the children sit in a circle. The teacher can keep a box with some objects in it. They can decorate the box to make it interesting for the children. Ensure there is scope for developing/narrating stories on those objects. Objects should be familiar to the children. For example, toy cat, doll, bag, pencil. Keep these objects hidden in the box. Ask the child to take out one object from the box and narrate the story on it in one's own language.
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Make the children sit in a circle and narrate a story to them. Encourage them to predict what they think will happen next in the story.</li> <li>• This is a good indicator of the understanding of the story among children. Once children are familiar with the story, ask them to identify the characters.</li> <li>• Narrate a few stories in a similar way. Tell the children a brief storyline of a story and encourage them to name the story.</li> <li>• Ask simple and indirect questions to the children. For example, in the story 'Hungry Caterpillar', which fruits did the hungry caterpillar eat on Monday and Friday? How many vegetables did the caterpillar eat? How many fruits did the caterpillar eat?</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Teacher can ask complicated and indirect questions to the children. For example, in the story 'Hungry Caterpillar', how did the caterpillar turn into butterfly?</li> <li>• Narrate a story to the children by laying down story cards. Jumble the story cards and encourage children to retell the story in their own words by arranging the story cards in the correct sequence.</li> </ul>
<b>Variations</b>	Story week celebration: Display the posters and props of different stories on each day. Let the child guess the story, narrate the story, do activities related to the story and take the props home to narrate the story in front of family members.
<b>Other competencies addressed</b>	Communication with peers, social development, vocabulary enhancement, differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs, knows and uses words effectively, develops phonological awareness, develops a fit and flexible body, interacts with other children and adults.
<b>What can be observed?</b>	Observe the style of language, clarity of pronunciation, confidence, verbal and facial expressions of children.

## Activity 2

### NARRATE A STORY USING PROPS



<b>Material required</b>	Story props such as story flashcards, hand puppets.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Divide the children into groups. Distribute the story flash cards to each group. Each group has to narrate the story in simple words using the flash cards. For example, the story of the three little pigs.
<b>4–5 years</b>	Divide the children into groups or pairs. Distribute a picture card to each group/pair. Each group/pair will have to narrate the story as per the given picture card, for example: picture of a dog with a puppy.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Divide the class into groups of four to five children. Each group will think and narrate a familiar story with a different ending.</li> <li>• Divide the class into groups and give each group a familiar story to perform. Let the children decide for themselves who will play which role and how they can act out the story in a clear and entertaining way. They can also make props related to the story.</li> </ul>
<b>Variations</b>	Role-play: Enacting the characters and narrating the story with intonation and speech modulation.
<b>Other competencies addressed</b>	Identifies simple patterns, converses fluently, narrates short stories, reads pictures, innovates and works imaginatively, appreciates others' responses.
<b>What can be observed?</b>	Observe children and pay attention to whether the child narrates the story using the props.

## Activity 3

### COMPLETE THE STORY



<b>Material required</b>	Models, toys, story books, local contextual material
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Narrate a familiar story and ask the children to think/recollect and say the ending part of the story to complete it.</li> <li>• Narrate a story to the class. Take a basket and fill it with props, models or toys that are related to the story. Encourage the children to talk about these objects or characters and describe them in the context of the story. This activity will deepen their understanding the story.</li> </ul>
<b>4–5 years</b>	Narrate the starting events of a familiar story and ask the children to complete it.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• The children will imagine a story or modify an existing story and narrate each scene with the background and with the names of the characters with different voice modulations to complete the story.</li> <li>• Keep a variety of objects/toys for children. Encourage children to make up their own stories using clues from the toys kept.</li> </ul>
<b>Variations</b>	Let the children create a story during free time, outdoor play, etc.
<b>Other competencies addressed</b>	Communication with peers, vocabulary enhancement, socialisation, sequential thinking, develops visual symbols, recognises different emotions.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>• Observe the children and pay attention to whether the child completes the story.</li> <li>• Observe the vocabulary used and concepts understood.</li> </ul>

**C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary**

**Activity 1**  
**WHO AM I?**



<b>Material required</b>	Children can bring any object from their home
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Organise circle time with the children. Encourage them to bring an object from home. Let them sit in a circle. Give each child an opportunity to speak a few lines about the object to their friends.
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Let the children close their eyes. Take an object and hide it behind your back. Describe the object and ask the children to guess what it is. Use riddle phrases such as: 'I am long, I am shiny, I am used to eat/sip with, what am I?' (a spoon).</li> <li>Give as many clues as needed until they guess the object. Once the children have guessed the object correctly, let them describe it in their own words.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Let the children pick the odd one out from the given words. For example; apple, peach, banana, fish (fish is the odd word, others are fruits).</li> <li>Encourage the children to expand their vocabulary by talking about different objects, themes, etc.</li> </ul>
<b>Variations</b>	<ul style="list-style-type: none"> <li>The teacher can prompt the kids by giving words or ideas to talk about.</li> <li>Encourage the children to observe their surroundings when taken out on a nature walk or a field trip.</li> </ul>
<b>Other competencies addressed</b>	Communication with peers or adults around them, vocabulary development, develops self-confidence, public-speaking skills, awareness about the environment around them, differentiates objects and things, interacts comfortably, cooperates, responds positively, sorts objects into groups, identifies patterns, understands oral instructions.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>Observe children interacting during circle time, free play, group activities, outdoor play.</li> <li>Observe the vocabulary and new words used by children.</li> </ul>

## Activity 2

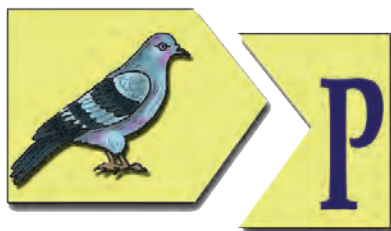
### PICTURE TALK



<b>Material required</b>	Picture of a park, railway station, hospital, marketplace, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Conduct a session during circle time by showing the picture of a park. Ask the children to observe the picture from left to right and name the objects, things and characters that they see in the picture.
<b>4 – 5 years</b>	Conduct a session during circle time. Show the picture of a park or any other theme to the children. Ask them to observe the picture from left to right and describe the scene in their own words. For example, ‘an old lady is sitting on a bench, two children are playing with the ball, ‘a girl and a boy are playing on the see-saw’, etc. Encourage them to use the right vocabulary.
<b>5–6 years</b>	Conduct a session during circle time. Show the picture of a park or any other theme to the children. Ask them to observe the picture from left to right and describe the scene in their own words by connecting it with their own past experiences of a similar place. For example– when they had visited the park, what all did they see, do or experience there? The teacher can prompt the children by giving words or ideas to talk about.
<b>Other competencies addressed</b>	Communication with peers or adults around them, vocabulary development, develops self-confidence, public-speaking skills, observation skills, and awareness about the environment around them.
<b>What can be observed?</b>	Observe children using routine or new vocabulary during circle time, free play, group activities and outdoor play.

## Activity 3

### WORD GAME



<b>Material required</b>	Board, marker/chalk, duster
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<p>Scavenger hunt</p> <ul style="list-style-type: none"> <li>• This is a simple word game that will not only help build vocabulary but also the power of observation.</li> <li>• Hide objects in the classroom, and let the children find these objects. Whenever an object is found, the child has to show it to everyone and tell them what it is and describe it.</li> <li>• Conduct a word game with the children by drawing pictures on the board. Ask each child to identify the picture, whether it is a fruit, flower, vegetable, animal, or bird.</li> <li>• Keep common objects/pictures of sweet and sour items and ask the children to name them and tell the names of things having similar taste that they have tasted before.</li> </ul>
<b>4–5 years</b>	<p>Crossword: Make a square grid with hidden words. Give a list of words (words children are familiar with) to be searched from the grid. Encourage the children to fill in the missing letters to create a meaningful word. They can make a sentence using that word.</p>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Let the children sit in a circle. Give them a short four letter word, e.g. bake. The children in turn have to replace one letter at a time, turn by turn to create a new word. They will notice that it will make a completely different word from that of the original. Some words will not make sense.</li> <li>• Let children observe the nonsensical words also. Example: Bake–Fake, Make; Male–Tale; Tape – Cape; Care–Rare and the list goes on.</li> </ul>
<b>Variations</b>	<ul style="list-style-type: none"> <li>• Give the children picture cards of various fruits, flowers or vegetables. Ask them to name fruits, flowers or vegetables shown to them.</li> <li>• Design a crossword puzzle and encourage the children to complete it.</li> </ul>
<b>Other competencies addressed</b>	Interacts comfortably to different thoughts, responds positively, identifies and extends simple patterns, socio-emotional development.
<b>What can be observed?</b>	Observe the children acquiring new vocabulary during circle time, free play, group activities and outdoor play.


## CG-10: CHILDREN DEVELOP FLUENCY IN READING AND WRITING IN LANGUAGE 1 (L1)

The activities for emergent reading, emergent writing and bonding with books have been developed with an assumption that the first language/ language of instruction in Balvatika is the home language or the regional language.

### C-10.1: Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables in L1

#### Activity 1 CATCH THE SOUND



<b>Material required</b>	Rhymes/song audio, worksheet, rattle, picture cards.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Provide an opportunity to listen to the sounds of nature (rainfall, wind blowing, chirping of birds, etc.).</li> <li>• Use fingers of hands to do actions on rhymes and jingles, for example— “मछली जल की रानी है”</li> <li>• Provide opportunities to speak and listen to others.</li> </ul>
<b>4-5 years</b> 	<ul style="list-style-type: none"> <li>• Let the children identify the beginning sound of their name. For example— ‘पलक’, ‘प’</li> <li>• Listen to the songs/rhymes and help them identify the rhyming words in the poems/rhymes (for example, “I went to a house and saw a mouse”).</li> <li>• Organise a puppet show related to animal, birds and so on.</li> </ul>

<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Encourage free conversation among the children.</li> <li>• Make worksheets with pictures of objects starting with different letters/<i>aksharas</i>, and ask them to colour the ones with the same beginning sound in identical colours.</li> <li>• Make worksheet with pictures of the objects and let children write the letters or <i>aksharas</i>, with which the name of the object starts.</li> <li>• Let the children guess. For example, how many words can they think of, with the beginning sound ‘m’.</li> <li>• Let the children identify the beginning sound of a picture and circle the letter or <i>akshara</i>.</li> <li>• Show flash cards of a few words with the same phonemic sound (bat, ball, balloon, etc.), and ask them to identify the beginning letter and think of more words with that letter or <i>akshara</i>.</li> </ul>
<b>Other competencies addressed</b>	Physical and motor development; socio-emotional development; positive learning habits; knowing words to carry out day to day interactions; understands oral instructions; differentiates between shapes, sounds, etc.
<b>What can be observed?</b>	Observe that children sing rhymes/songs, mimic and reproduce syllabic sounds, identify rhyming words, beginning and end syllables, combine syllables to form simple words, combine sounds to form familiar words.


## Activity 2

### BLENDING AND SEGMENTING



<b>Material required</b>	Storybook, newspaper, pencil, worksheets.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Let the children sit in a circle.</li> <li>• Make a sound like ‘<i>la...la...la...</i>’ in a particular tune and then extend it with the children and say ‘<i>ma..ma..ma...</i>’.</li> <li>• Children must be given a chance to hear different syllables informally and from there, they must be encouraged to make words like <i>mala, baja, aaja</i>, etc.</li> </ul>





<p><b>4–5 years</b></p>	<ul style="list-style-type: none"> <li>Let the children sit in a circle. Ask them to clap twice and click their fingers twice. Let them enjoy and practice two-three times. Then select any word like 'cat' and ask them to make rhyming words like 'bat', 'rat', etc. Let them make and speak rhyming words while clicking their fingers so that their voices can be heard.</li> <li>Distribute letter cards to the children. Show a picture to them, like a picture of a cat. Now let the child with letter 'c' come forward', while coming forward ask all the children in the class to identify and make the sound of the letter, then the child with letter 'a' comes forward. Similarly, the child with the 't' comes forward'. Let the children blend and say in a loud voice 'cat!'</li> <li>They may also be asked to act as or make the sound of a cat. After completion of the activity, let the children move apart, e.g., 'cat' is segmented into three different phonemes (sounds): /c/, /a/, and /t/ and let them go back to their positions.</li> </ul> 
<p><b>5–6 years</b></p>	<p>Play treasure hunt. Hide the letters or <i>aksharas</i> in the four corners. Show a picture to the children and ask them to look for the letter or <i>akshara</i> with which the name of the picture starts. Similarly, show another picture and let the children go again and look for the letters or <i>aksharas</i> forming the name of the picture, and in this manner the game continues. For example, show the picture of कमल and hide 'क', 'म', 'ल' in different corners of the room. Let the children find and arrange the <i>aksharas</i> to form a word.</p>
<p><b>Variation</b></p>	<p>Let the children stand in a circle. Distribute commonly used letters/<i>aksharas</i> to them. Place one picture in the centre and let all the children look at it. Beat the <i>dafli</i>. When you beat the <i>dafli</i>, those children carrying letters forming words will come forward and make words like कमल/ कलम.</p>
<p><b>Other competencies addressed</b></p>	<p>Physical motor development; socio-emotional development; cognitive development; explores different sounds and <i>aksharas</i> to form new words; follows instructions; development of self esteem, self expression.</p>
<p><b>What can be observed?</b></p>	<p>Observe if the children can identify the phonemes of the words, either the beginning letter, the middle letter, or the ending letter.</p>

**C-10.2: Understands basic structure/format of a book, the idea of words in print and direction in which they are printed, and recognises basic punctuation marks**



**Activity**  
**PRINT HAS MEANING**

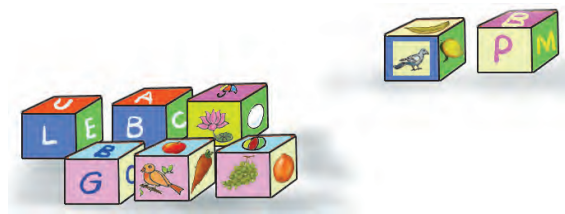
<b>Material required</b>	Picture book with words, colour pencils, chalks, worksheets, wrappers.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> 	<ul style="list-style-type: none"> <li>• Collect some wrappers and display them in the class. Let the children identify the wrappers. Free conversation may continue about the objects packed in these wrappers.</li> <li>• Provide opportunity to the children to observe you while handling the book or the newspaper. Be a role model to them.</li> <li>• Let them pay attention on handling of books with pictures.</li> <li>• Let them imitate their peers, or the teacher while reading a book. For example, the child flips the page, moves the index finger on the print, and repeats simple words after the teacher/ caregiver.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Ask the children to copy and imitate their parents/siblings, e.g., how their mother reads newspapers, how their elder brother or sister read their lessons, or write in their notebooks.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Make small groups of children and give each group a picture book. Ask the children to find the picture of a particular animal/ bird in it and show it to the class and let all other children clap. Similarly, the activity can continue for other pictures.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Narrate a story using a children’s storybook. While narrating a story, ask the children what they think will happen next, e.g., Who will win— the tortoise or the hare?</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Make a placard with a question mark symbol. During the free conversation time ask them a creative question like, ‘What do you think will happen next?’.</li> <li>• You can organise question time/riddle time and use a placard with a question mark simultaneously. Later, during the designated time, show them the placard with the question mark and ask them, ‘What will Raju do now?’</li> </ul>

<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Narrate a story through pictures with pauses, facial expression and voice modulation. Gradually, they will learn to associate pause with a full stop.</li> <li>• Organise a <i>kathputli</i> show for storytelling.</li> <li>• Display storybooks in the class with cover pages having cues to the content. Show the cover page and ask the children to guess the story.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Creative and aesthetic development; socio-emotional development; sequential thinking; comprehension; vocabulary building; story making; imagination; self expression.</p>
<p><b>What can be observed?</b></p>	<p>Observe each child's gesture of holding the book, flipping pages, moving her this finger across the text, following words from left to right and from top to bottom, speaking about the book, etc.</p>



### C-10.3: Recognises all the letters of the alphabet (forms of *akshara*) of the script (LI) and uses this knowledge to read and write words

#### Activity

#### IDENTIFYING AKSHARAS/ALPHABETS



<p><b>Material required</b></p>	<p>Letter cards, pictures, sensory bags.</p>
<p><b>Age group</b></p>	<p><b>How to conduct the activity?</b></p>
<p><b>3-4 years</b></p>	<ul style="list-style-type: none"> <li>• Provide pictures to the children.</li> <li>• Sing a song about the <i>akshara</i>. Let the children match sounds with the pictures. If the teacher calls out 'क', the children have to pick the picture of a 'कबूतर'.</li> </ul>
<p><b>4-5 years</b></p>	<ul style="list-style-type: none"> <li>• Make <i>akshara</i> cards. Let the children identify the <i>akshara</i> with which their name starts. Ask the children to come forward and form a circle. Those children whose name starts with the same <i>akshara</i> can be asked to sing a song together, and all the other children can follow.</li> <li>• Let the children write letters of the alphabet/<i>akshara</i> on a paper. Make this activity interesting by making them write with the finger dipped in colour or with crayons of different colours or by joining the dots.</li> </ul>

<p><b>5-6 years</b></p>	<ul style="list-style-type: none"> <li>• Make a sensory bag which contains familiar, <i>aksharas</i> (embossed) using sand paper. like क, म, प, etc. Call out the <i>akshara</i> which is in the bag. Let the children put their hand inside the bag, feel the <i>aksharas</i>, guess and take out from the bag and show it to others.</li> <li>• Play musical chair. Keep <i>akshara</i> cards on each chair. Start the game and ask the children to identify the <i>akshara</i> they stop on.</li> <li>• Make <i>akshara</i> cards and attach a u-pin to it. Take a magnet and make a fishing thread. Bring the thread near the <i>akshara</i> card. Catch the <i>akshara</i>. Let the children identify their catch and write on a sheet of paper.</li> <li>• Make <i>akshara</i> blocks. Let the children make words and tell what it is. Let them write <i>aksharas</i> or words with crayons/chalks.</li> <li>• Lay out some <i>akshara</i> cards on the table and call out an <i>akshara</i>. The children should run and find the <i>akshara</i>.</li> </ul> 
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Put all the <i>aksharas</i> in a tray. Give a small feely bag to the children. Name an <i>akshara</i>, and the child has to identify and pick it from the tray and put it in a bag.</li> <li>• Use double-sided tape to make <i>akshara</i> stickers. Let the children label the things like फूल, कबूतर, तोता, etc.</li> <li>• Make <i>akshara</i> cards in large number and ask them to identify the cards. Make another pile of cards with the same <i>akshara</i>.</li> <li>• Let the children make <i>aksharas</i> with clay or dough.</li> <li>• Play tongue twisters, e.g. कच्चा पापड़, पक्का पापड़</li> <li>• Make puzzles and let the children find out words with their meaning.</li> <li>• Show the children an <i>akshara</i> written in different fonts like reversed, rotated, and the corrected form. Ask them to identify the corrected form of <i>akshara</i>.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Concept development; social skills; memory; vocabulary building; exploration, creativity, physical motor development.</p>
<p><b>What can be observed?</b></p>	<p>Observe the children's ability to recognise the letter/<i>akshara</i>, skill of forming words.</p>

**C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation**

**Activity**

**STORY READING ACTIVITY**




<b>Material required</b>	Picture storybook, pencil, worksheet.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Narrate a story, and then ask the children to narrate the same story in their own words using appropriate emotions and voice modulations.
<b>4-5 years</b>	Make groups of three to four children each. Provide picture cards to the children and let each group develop a story from the picture card and then narrate the story in front of the class.
<b>5-6 years</b>	Provide storybooks with big pictures to the children. Ask them to identify already known words and objects in the story.
<b>Variation</b>	Provide a list of words, and let the children search for those words in the storybook.
<b>Other competencies addressed</b>	Developing listening skill, vocabulary building, boosting imagination; following instructions, social development.
<b>What can be observed?</b>	Observe if the children are taking interest in picture reading/ reading short stories/discussing the storybooks with family and peers, etc.

**C-10.5: Reads short stories and comprehends its meaning—by identifying characters, storyline and what the author wants to say—on their own (L1)**

**Activity 1**  
**NARRATION OF STORIES**



<b>Material required</b>	Storybook, picture storybook, checklist for assessment.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Let all the children sit close to you. Tell them a short story.</li> <li>• Let them listen and ask a riddle on the main character, for example, “I say quack, quack, quack. Who am I?”</li> <li>• Let them look at the picture book and identify the character from the sound and the action.</li> </ul>
<b>4-5 years</b> 	<ul style="list-style-type: none"> <li>• Let the children participate in the teacher-guided shared reading activity through picture cards and discuss their experience of reading the story. Also provide them an opportunity to have a look into various picture books and identify the characters and plots.</li> <li>• Let them also narrate the story in sequence by using their own words.</li> <li>• Provide picture cards (based on a story), jumble them up and ask the children to arrange them in sequence of the story.</li> <li>• Organise a puppet show once a week.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Let the children participate in guided reading sessions and discuss their reading.</li> <li>• Let them read aloud simple one line stories by using visual cues and text to infer and retell the story in sequence and elaboration.</li> </ul>
<b>Variation</b>	Let the children make storybooks by drawing or colouring/tearing and pasting activity, etc.
<b>Other competencies addressed</b>	Creative and aesthetic development; boost imagination; positive learning habits; socio-emotional development; develop self expression, development of self esteem.
<b>What can be observed?</b>	Observe the children’s participation in the class; observe whether they listen to the story and are able to retell in their own words, participate in shared/guided reading, tell the details of the picture in their own words.

## Activity 2

### DISCUSSION BEYOND THE STORY



<b>Material required</b>	Storybooks, few everyday objects, sheets with animal/bird drawings.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Provide storybooks (mainly pictorial) to the children. Let the children make real-life connections by identifying their favourite objects or pictures in the storybooks.</li> <li>• Encourage them to look into the pictures, build their own story and let them give alternate names to the characters.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Read a story to the children with pictures and have a free conversation with them.</li> <li>• Ask them which character they like the most and why.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children sit in a circle. The teacher pins a picture of an animal/bird on the back of a child's shirt/dress without showing him/her.</li> <li>• Let the child go round the circle with his/her back towards the other children so that they can see the picture.</li> <li>• The child has to guess what is in the picture on his/her back by asking the other children for clues, for example, 'Is it an animal?' 'Does it have big ears?' etc.</li> <li>• When the child gets the correct answer, all the children clap.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Above activities for the age group 4–5 year can also be conducted for this age group.</li> <li>• To ensure connections between the book and real life, the teacher/caregiver asks the child to think. The teacher/ caregiver reads the beginning of the story, for example, 'The monkey and the crocodile', and comments—"This book reminds me of the time when my father took me to a zoo. Have you ever been to a zoo?" The children will be able to narrate their experiences too.</li> </ul>
<b>Variation</b>	The teacher displays a few everyday objects on the table. The children take turns for picking up any one object and using it as a prop to enact a story character, for example, umbrella. The child acts using umbrella.
<b>Other competencies addressed</b>	Boosts imagination; narration; creativity; cooperation; can hold meaningful conversation; vocabulary building; self expression; social development.
<b>What can be observed?</b>	Observe children's response/s to the open-ended questions, explanations in complete sentences, imagination, and narration, etc.

## C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)

### Activity 1 POEM RECITATION



<b>Material required</b>	Poetry book, worksheet, pencil.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Sing rhymes/poems and let the children repeat the words and phrases from the poem.</li> <li>• Provide opportunity to practice proper intonation, expression, and rhyming words.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Sing a rhyme/poem. Read the poem, 'Baa baa black sheep' and ask the children some questions about words starting with the 'b' sound.</li> <li>• Sing the poem, 'मछली जल की रानी है' and ask the children to identify the rhyming words.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Sing rhymes and poems to the children. Encourage them to remember the songs, sing and enjoy with them.</li> <li>• Ask them questions related to it, identify the rhyming words, draw pictures and make a book with a collection of poems.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children recite the poems with emotions.</li> <li>• Organise a poem recitation event and provide opportunity to the children to recite a poem in front of the class.</li> </ul>
<b>Other competencies addressed</b>	Vocabulary development; creativity; emotional development; phonological awareness; self expression; development of self-esteem, social development.
<b>What can be observed?</b>	Observe the children's response/s for identifying the rhyming words, showing expressions, identifying the words beginning with a letter, participation in poem recitation with intonation, voice modulation, etc.



## Activity 2

### RECITING POEM



<b>Material required</b>	Collection of poems.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Recite the poem, and then ask the children to repeat the poem and recite with actions and expressions.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>Recite a familiar poem, e.g., ‘Twinkle Twinkle Little Star...’. Make them understand the meaning of the words like ‘twinkle’, ‘above’ by doing actions with hands/concrete examples.</li> <li>Let the children explain the meaning and extend your conversation about pre-number concepts above-below, in-out, etc. Tell some other words that mean the same as twinkle.</li> <li>Recite the poem, e.g., ‘मछली जल की रानी है’ and ask the children the meaning of the word ‘जल’; Let children say ‘जल’ means water. Then ask children what do they call ‘water’ in their language.</li> </ul>
<b>5–6 years</b>	Recite a familiar poem and ask the children to explain it in their own words; also ask them to tell one thing which they liked the most in the poem.
<b>Variation</b>	Read poems a few times. Repeat the poems whenever you have time, or use poems like filler activity or for transitions, stops in between, and ask the children to say the next line.
<b>Other competencies addressed</b>	Emotional development; creative development; socio-emotional development; classroom participation; development of self esteem, self expression, communication skills, ability to engage in meaningful conversation.
<b>What can be observed?</b>	Observe the children’s response/s for repeating the poem with proper pronunciation, use of vocabulary, and expression. Observe the children’s understanding of word meaning, and the explanation of the meaning; poem recitation with intonation, voice modulation, expressions, gestures, etc.

## Activity 3

### RHYMING



<b>Material required</b>	Poetry book, pencil.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>Recite the poem and ask the children to identify the rhyming words from the poem, e.g., <i>makadi</i>, <i>lakdi</i> and make new words like <i>kakdi</i>, etc.</li> <li>Initially allow them to make meaningless words and slowly and gradually introduce them to the meaningful words.</li> </ul>
<b>4–5 years</b>	Recite a poem and let the children extend the poem, e.g., मैं तो सो रही थी मुझे मम्मी ने जगाया... मैं तो सो रही थी मुझे पापा ने जगाया... and extend the poem further.
<b>5–6 years</b>	Ask the children to learn any small poem from their parents/ elder brother/sister and recite the poem with intonation, voice modulation, and expressions in the classroom.
<b>Variation</b>	Recite a poem and ask the children to enact the characters by making expressions as expressed by the character.
<b>Other competencies addressed</b>	Develops socio-emotional skills; creativity; cognitive development; boost imagination; language development; vocabulary building.
<b>What can be observed?</b>	Observe the children's response/s for identifying the rhyming words, poem recitation with intonation, voice modulation, and expressions, etc.



**C-10.7: Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material (L1)**

**Activity 1**  
**LET'S COOK**



<b>Material required</b>	Recipe book with simple instructions and pictures, worksheet, menu card printout, ingredients for making a sandwich.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Show a chart to the children, e.g., a chart showing 3 steps of making a recipe like a sandwich. Use real food items and demonstrate the process by following the instructions from the chart, and continue to have free conversation about the food items being used with them.</li> <li>• Encourage the children to prepare a sandwich at home with the help of their family members. Let them identify the ingredients and tell them what to do. Follow the steps shown in the chart with the children. For example, the children identify bread, butter/jam, and spoon/knife to make a sandwich; then he/she repeats the instructions to make a sandwich at home.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• The above activity can be conducted for this group as well.</li> <li>• Give jumbled pictures of ingredients for a recipe. The children will identify the sequence of the recipe. For example, in the jumbled pictures of ingredients that are used to make sandwiches, the child identifies the first picture used to start making the sandwich, which is bread, then identifies the butter and the filling, and finally the other piece of bread.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Preparing a sandwich. Divide the children into small groups. Give each group a recipe chart with simple step-by-step instructions to read and follow.</li> <li>• You may ask the children while moving from one group to another like—‘What are the ingredients for the recipe?’, ‘What is the first step?’, ‘What to do next?’, etc.</li> </ul>
<b>Variation</b>	You may encourage children to think what else they can make on their own.
<b>Other competencies addressed</b>	Develops fine motor skills; language development; cognitive development; follows oral instruction; enhances vocabulary; improves sequential thinking.
<b>What can be observed?</b>	Observe the children’s participation, comprehension skills, sequential thinking, etc.

## Activity 2

### USING NEWSPAPER TO IDENTIFY LETTERS OF THE ALPHABET



<b>Material required</b>	Newspapers, colour pencils, hygiene related posters.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Provide old newspapers to children. Let them observe the pictures.</li> <li>• Divide the children into small groups and give a newspaper to each group. Provide them crayons.</li> <li>• Let the children draw the outline of pictures, scribble on the newspaper, turn pages, arrange papers one after the other, etc.</li> </ul>
<b>Variation</b>	Do paper folding activity with the newspapers. Let the children make a cap, boat, etc., and draw their logo on it.
<b>4–5 years</b>	Provide old newspapers or magazines to children. Ask them to identify letters/ <i>aksharas</i> used in the titles and circle them.
<b>Variation</b>	Show a scene or picture used in a newspaper and ask the children to explain with examples what the picture says, what may be the title of the picture, what message is conveyed, etc.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Divide the children into small groups. Assign each group a letter of the alphabet/<i>akshara</i>.</li> <li>• Let the children browse through the newspaper, find five familiar or unfamiliar words beginning with the assigned letter/<i>akshara</i>, and look for the meaning of the words by asking the teacher/caregiver a question.</li> <li>• Let one child from every group tell the selected words. The teacher/caregiver explains the meaning of the words to the class.</li> </ul>
<b>Variation</b>	Ask each child to search in the newspaper through play activity, for example, any letter, location/place, any sport, word with seven letters, words starting with 'p', weather related pictures like sun/moon/rain, advertisement of products, etc.

<b>Other competencies addressed</b>	Development of positive learning habits, socio-emotional and cognitive development; vocabulary building; enhances creativity; comprehension shells ; follows oral instructions.
<b>What can be observed?</b>	Observe each child's response/s for identifying capital letters, numbers, and pictures, child's comprehension of newspaper content, vocabulary building, word meaning, etc., understanding of what the picture says, the title, the message they understood, etc.

## C-10.8: Write a paragraph to express their understanding and experiences (L1)

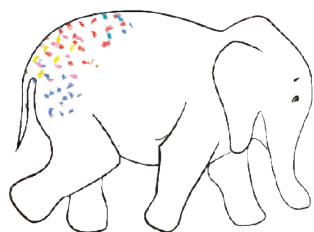
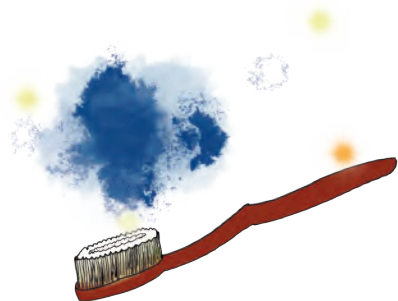


### Activity 1 CELEBRATION OF FESTIVALS

<b>Material required</b>	Stationery
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	During circle time, talk about celebrating a festival (say Diwali). Let the children make a greeting card with a message, e.g., 'Happy Diwali', etc.
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Show various images of festival celebrations to the children in newspapers or magazines.</li> <li>Seeing the images, let the children also create their own picture book on how they celebrate festivals with messages like Happy Diwali, Merry Christmas, Eid Mubarak, etc., related to their creations.</li> </ul>
<b>5-6 years</b>	Ask the children to write a few lines describing how they celebrated the festival with drawings and display these in the classroom, and then put it in their portfolio.
<b>Variation</b>	Divide the children into small groups and ask the children to create posters for the festival—Diwali: giving messages for unity, happiness, caution against crackers.
<b>Other competencies addressed</b>	Develops creativity; socio-emotional development; addresses diversity and cultural integration; language development.
<b>What can be observed?</b>	<ul style="list-style-type: none"> <li>Children's participation in creative artwork; observe their sharing, caring and cooperative behaviour.</li> <li>Observe their creativity in drawing, colouring, verbal expression, etc.</li> </ul>

## Activity 2

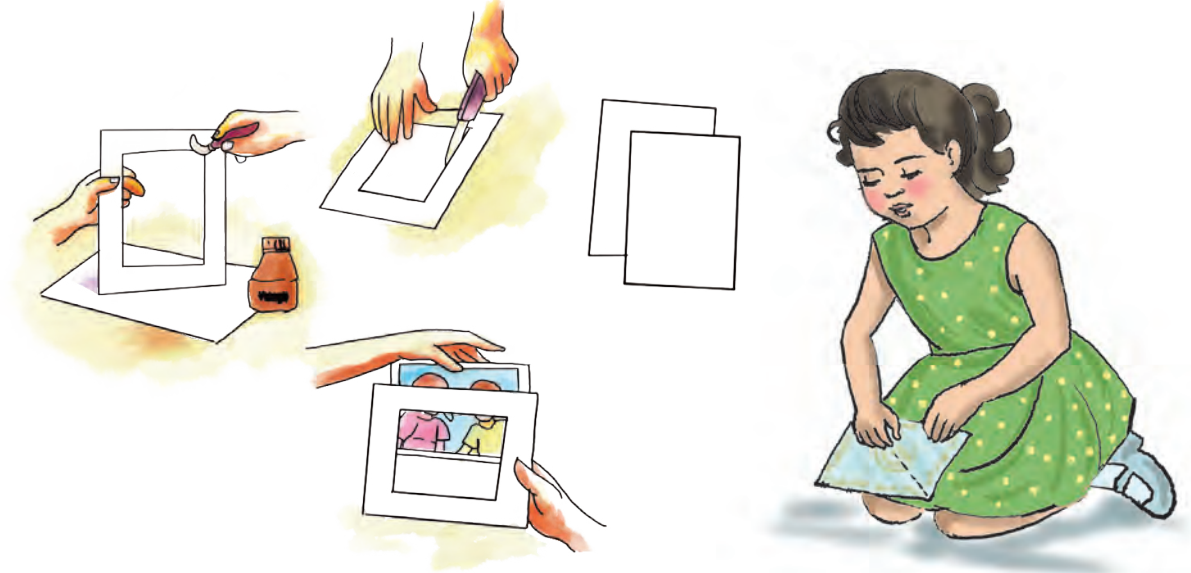
### DRAWING IS FUN



<b>Material required</b>	Toys, stationery
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Children are given toys to play. Let the children draw the picture of their favourite toy and talk about it.
<b>4–5 years</b>	You may give a topic or a theme, for e.g., ‘Garden’ (बगीचा) and let the children create a story by drawing pictures on the theme.
<b>5–6 years</b>	Ask the children to plan a birthday celebration, and make an invitation card with pictures drawn.
<b>Variation</b>	Ask the children to discuss and make cards with messages for their friends/grandparents.
<b>Other competencies addressed</b>	Develops creativity; socio-emotional development; builds imagination; improves art expression.
<b>What can be observed?</b>	Observe each child’s creativity, drawing/writing of his/her name correctly; written work—use of appropriate punctuation marks like comma, full stop, sentence structure, and vocabulary used in the sentence.

## Activity 3

### LET'S MAKE A GREETING CARD



<b>Material required</b>	Stationery, worksheet
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Ask the children to create a greeting card for festivals/birthday celebrations and ask them to draw pictures with a message, e.g., Happy Holi!
<b>4–5 years</b>	Let the children draw different emotions and talk about any one emotion, for example, the child draws a smiley face and says, 'I am happy' or 'I feel happy when I dance or listen to music.'
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Ask the children to express in a diary (through drawings/words) about their routine, games period in the school, or how they spent their weekend.</li> <li>• Let the children share their '<i>Man ki baat</i>' by writing or drawing/painting on a sheet of paper.</li> </ul>
<b>Variation</b>	Let the children choose a theme like 'Festivals' and do all the activities like decorating, packing gifts, labeling them, etc., related to the theme.
<b>Other competencies addressed</b>	Develops creativity; socio-emotional development; builds self expression through art and play, improves eye-hand coordination, fine-muscle development.
<b>What can be observed?</b>	Observe children's creativity; the child's work through worksheets or diary, vocabulary development, sentence structure, and spelling, etc.

**C-10.9: Shows interest in picking up and reading a variety of children’s books (L1)**



**Activity 1**  
**BOOK READING**

<b>Material required</b>	Storybook, worksheet, pencil.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Provide opportunity to select any one book from the reading area. See that the child selects an unfamiliar book with pictures.</li> <li>• He/she then demonstrates interest in the picture book and reads through the pages, asking questions like— ‘Who is this?’, ‘What is on his face?’, etc.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• You can show them a photo album of a family.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Ask the child to select one storybook with pictures, from the reading area. Ensure that they make an attempt to read the book with the support of pictures.</li> <li>• Provide opportunity to interact with peers about the book, look at the pictures together with friends and talk about the story; see that the children learn unfamiliar words, meaning of different phrases, etc.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children paste pictures and make a picture book.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>• Let the children read age-appropriate books with the support of pictures and after the child reads a book, he/she retells the story.</li> <li>• Ask questions to know whether the child has understood the story well, which character in the story he/she has liked the most, and why?</li> </ul>
<b>Variation</b>	Let the children select a book of their choice and make a reading area in the class/home.
<b>Other competencies addressed</b>	Socio-emotional development; cognitive development; positive learning habits; imagination; develops sequential thinking.
<b>What can be observed?</b>	Observe each child's interest in the book by his/her expressions, words, and body language, and the responses the child makes to close-ended questions; how well the child retells a story after reading it, and answers the questions.



## Activity 2

### LET US ENJOY READING



<b>Material required</b>	Storybook, worksheet, pencil
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Read the story slowly with pauses wherever required, to make the child think aloud about a story. Ask questions like: “I wonder what will happen next!” or “Do you know who is a woodcutter?” or point out: “Look where the monkey is now!</li> <li>• You may ask questions such as , आगे क्या होगा! or क्या आप जानते हैं कि लकड़हारा कौन होता है? or point out: देखो बंदर अब कहाँ है!</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Ask the children to select a storybook with pictures.</li> <li>• Let them observe the details of the pictures and talk about it.</li> <li>• Let them draw the things they remember from the picture.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Display books in the reading area which are age-appropriate and have a variety of pictures. Let the children choose the books on their own or ask them to select a storybook which he/she has read and tell about it, e.g., ‘Who are the characters?’, ‘What is the story about?’, and express why they like it.</li> </ul>
<b>Variation</b>	Make a reading box with an empty carton and arrange picture/ story books in it.
<b>Other competencies addressed</b>	Cognitive development; socio-emotional development; positive learning habits.
<b>What can be observed?</b>	Observe the child’s responses to open-ended questions, their work through the worksheet.



## Activity 3

### READ ALONG



<b>Material required</b>	Storybook, worksheet, pencil/crayon
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Read aloud along with the child. Link the stories from the picture book to real-life experiences, and use what they know already to make sense out of the stories.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Select a book from the reading area.</li> <li>• Divide children into pairs and ask them to look into the book together and share with each other what they see.</li> <li>• They begin to recognise different literary forms (e.g., rhymes, poems, stories, brochures, etc.) and share their understanding with each other.</li> </ul>
<b>5–6 years</b>	Let the children select a book of their choice. After reading, ask them, ‘Did you like the book?’, ‘What did you like the most?’ continue to ask, “What if ” questions like “What would happen if he was not honest?”, “What if the crocodile could talk?”
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Provide ample opportunities to observe pictures, read one line sentences with the support of pictures.</li> <li>• Make the environment in the classroom print rich.</li> <li>• Label all the objects in the classroom.</li> </ul>
<b>Other competencies addressed</b>	Creative and aesthetic development; socio-emotional development; cognitive development; positive learning habits.
<b>What can be observed?</b>	Observe the child’s participation in the book reading area, use of drawing tools to express his/her ideas.



## CG-11: CHILDREN BEGIN TO READ AND WRITE IN LANGUAGE 2 (L2)


The activities have been developed with an assumption that the second language in Balvatika may be English.





- Opportunities to listen
- Oral language development
- Emergent reading
- Emergent writing
- Bonding with books

### C-11.1: Develops phonological awareness and able to blend phonemes/syllables into words, and segment words into phonemes/syllables

#### Activity PHONEME GAMES



<b>Material required</b>	Flash cards, letter cards, words, stories, fables.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b> <b>(Identification of sounds)</b> 	<ul style="list-style-type: none"> <li>• Let the children sit in a semi-circle. Provide them opportunity to listen to the sounds in the environment like the sound of a fan, dog, transport, etc., and describe what they heard in their own language.</li> <li>• Let children recite poems/rhymes involving sound.</li> <li>• Start with children's own names and help them learn to identify the beginning sound of their own name.</li> <li>• Provide children opportunity to listen to rhymes, poems, songs, etc., and let them recite/sing and enjoy.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Make flash cards for various objects, related to fruits/vegetables/transport, etc. Show flash cards to children and let them know the names of the objects/items shown, to develop vocabulary. (Pictures should be used when actual things are not available/possible to bring to class).</li> <li>• Provide a print-rich environment.</li> <li>• In the reading area, provide the opportunity to see picture books.</li> </ul>


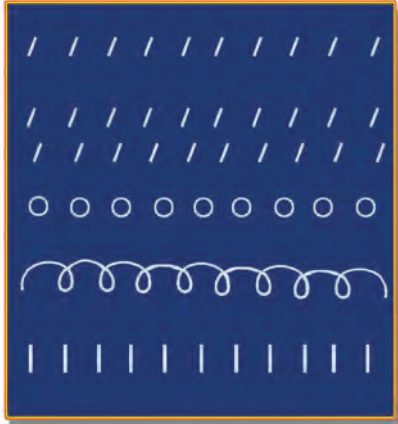
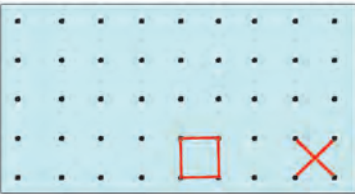
<p><b>4–5 years</b> <b>(Identification of beginning sound)</b></p> 	<ul style="list-style-type: none"> <li>• Play the game of classification, for example, ask all the children whose name starts with a particular sound to come to one side. This will help in identifying a particular sound.</li> <li>• Let the children think of objects within the class with one beginning sound say 'b', they may identify balloon, bag, book, etc. This will help in building both sound discrimination and vocabulary.</li> <li>• Provide a worksheet with pictures of some objects on it with some pictures starting with a similar sound and ask them to talk about it and colour.</li> <li>• Say a sound and ask the children to pick up the card related to that sound. Let the children learn to associate the sound with a letter, e.g., sound of ब with B.</li> <li>• Areas can be marked with letters of the alphabet say a sound of any related letter and let the children run to that area. Make it interesting for children.</li> </ul>
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Provide opportunity to listen to the words and relate them with real objects. Make words using letter of the alphabet cards.</li> <li>• Make picture cards of letters of the alphabet and use them to make the learning interesting.</li> <li>• Make flash cards of blending words, e.g., bat, cat, dog, pen etc.</li> <li>• Make flash cards of blends of one consonant and one vowel sounds, e.g., ba, ca, do, pe, etc. and help children to make words.</li> <li>• Create a print-rich environment.</li> <li>• In the reading area, provide opportunity to see and comprehend storybooks having big pictures.</li> </ul>
<p><b>5–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Make flashcards for simple words (site words) and familiarise the children with them e.g., my, he, she, it, etc.</li> <li>• Let the children make rhyming words like bat, cat, mat, rat, etc.</li> <li>• Let the children mimic and reproduce the words.</li> <li>• Let the children identify what's in the picture, and then break that word into its individual sound, e.g., dog is d-o-g, three sounds (phonemes). Create a print-rich environment.</li> <li>• Help the children recognise simple words and read them independently. Narrate simple stories/fables.</li> </ul>
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• In the reading area, provide opportunity to see and comprehend big books through picture reading, graded book series, etc.</li> <li>• Use opportunities whenever you get to initiate new talk/ introduce new rhymes, etc., for every occasion, example – during play time, lunch time, nature walk time, etc.</li> <li>• Encourage children to help each other in learning new words/ rhyming words, etc.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Team work (helping other team members), leadership quality, including values; positive learning habits; focus attention; develop memorisation, observation, exploration, creativity.</p>
<p><b>What can be observed</b></p>	<p>Observe if children recognise, recall related words to the phonemes; help each other and relate to the team; equally participate in group work; comprehend simple instructions, texts, etc.</p>

**C-11.2: Recognises most frequently occurring letters of the alphabet (forms of aksharas) of the script and uses this knowledge to read and write simple words and sentences**

**Activity**  
**WRITING IS FUN**



<b>Material required</b>	Storybook, newspaper, pencil/crayon, worksheet.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>Let children colour the picture.</li> <li>Draw a pattern of lines (standing, slanting, curve, etc.), on the sand with then finger/hand or a stick.</li> <li>Put few dots on paper and ask the children to join them with fingers dipped in colours or using crayons.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>Scribbling activity with crayons/chalks.</li> <li>Draw square, triangle, circles, etc., and ask the children to draw over them or trace them.</li> <li>Colouring within the big outline images of things and letters.</li> <li>Give incomplete outlines of different forms or shapes and ask the children to complete them.</li> </ul>
	<ul style="list-style-type: none"> <li>Let the children draw a pattern of lines (standing, slanting, curve, etc.), with crayons/colour chalk.</li> <li>Put a series of dots on paper and let the children join them.</li> <li>Make a worksheet with some shapes with horizontal and vertical lines on the top. Let the children copy the shapes by joining dots in the lower rows.</li> </ul>

<p><b>Variation</b></p>	<p>Let the children make patterns by copying and extending the pattern (to develop emergent writing).</p>
<p><b>5–6 years</b></p> 	<ul style="list-style-type: none"> <li>• Provide opportunities for learning to hold a crayon properly (with 3 fingers).</li> <li>• Let the children draw a pattern of lines (standing, slanting, curve etc.) using a crayon/ pencil in their notebooks/ activity books.</li> <li>• Draws shapes such as a triangle, a square, a circle on the classroom board (at eye-level), and ask the children to copy them on a slate or paper or a notebook.</li> <li>• Let the children learn formation of frequently occurring letters like A, E, D, T, R, etc.</li> <li>• Let the children listen to 3 letter words (known words) like cat, bat, rat, etc., from the teacher and let them write the words in their notebooks/activity books.</li> <li>• Let the children recognise simple words (known words) and write them independently.</li> <li>• Let the children look at pictures and write names of the objects, animals, birds, places shown in the pictures, (e.g., fan).</li> </ul> 
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Let the teacher draw dots on a paper and let the children play the game of joining dots without lifting their crayons.</li> <li>• Let the children trace imaginary shapes and letters in the air to get familiar with the required movement.</li> <li>• Let the teacher draw parallel lines on a slate or paper and let children make different patterns between the lines.</li> <li>• Use opportunities informally whenever you get, for example during play time, lunch time, nature walk time, etc., to encourage children to help each other in writing the words.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Team work (helping other team members), leadership quality, inculcating values, positive learning habits, use of variety of materials and tools to write/express ideas; working in groups; cognitive development.</p>
<p><b>What can be observed</b></p>	<p>Observe if children recognise, recall and relate the words to the phonemes; help each other; participate equally in group work; write simple letters/words properly with minimum errors, and are able to differentiate between ‘p’ and ‘b’, ‘b’ and ‘d’ and so on.</p>

# ***Anandamaya Kosha***

## ***(Creative and Aesthetic Development)***

*Creativity, bliss (joyfulness), fearlessness, love, beauty, sense of joy are the basic elements of Anandamaya Kosha. A child is naturally creative and blissful, loving and fearless. Activities that enhance these qualities, develop Anandamaya Kosha. Activities like games, creative art work, music, dance, drawing, colouring, role-play acting, etc., fall under the umbrella of Anandamaya Kosha.*

**CURRICULAR GOALS RELATED TO  
ANANDAMAYA KOSHA**

**CG-12** *Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways.*



# ANANDAMAYA KOSHA

## CREATIVE AND AESTHETIC DEVELOPMENT

*Anandamaya kosha* is the condition of happiness, when children are so engrossed in their activity that they forget about their surroundings—they are in the realm of *anandamaya kosha*. Any type of creation and innovation that instills joyfulness comes under this domain. Also, aesthetic senses should not be limited to visuals only. It should be expanded to the magic of sounds and music, taste, smell and touch. Development of all five senses, (e.g., listen, taste, touch, smell, sight) is important.


### CG-12: CHILDREN DEVELOP ABILITIES AND SENSIBILITIES IN VISUAL AND PERFORMING ARTS, AND EXPRESS THEIR EMOTIONS THROUGH ART IN MEANINGFUL AND JOYFUL WAYS

#### C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

#### Activity 1 DRAW, COLOUR AND PAINT



<b>Material required</b>	Old newspaper, white paper, slate, coloured chalks.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Provide the children with crayons and an old newspaper or any other paper and ask them to scribble/draw on the paper.</li> <li>• You may provide a slate and let them draw with coloured chalk on it. Large brushes and paint can be provided to children to paint what they like.</li> <li>• Do not impose your ideas on the children, let them draw or paint what they like and the way they like to do it.</li> <li>• Appreciate even the smallest efforts.</li> </ul>

<b>Variation</b>	<ul style="list-style-type: none"> <li>• Provide the children with some wet mud and give them a short stick or stem. They can scribble or draw on mud/make toys/shapes from mud.</li> <li>• Large circle/triangle/square can be drawn on a paper/the ground in the form of a <i>rangoli</i> and children can be asked to colour within the shape with crayons.</li> <li>• Make a big <i>rangoli</i> with the children using different material.</li> </ul>
<b>4–5 years</b> 	<ul style="list-style-type: none"> <li>• Draw the outline of any shape or any picture and ask the children to colour with crayons or natural colours.</li> <li>• You may give a familiar theme to the children and ask them to draw and colour. Colours from natural resources, e.g., <i>mehndi</i> leaves, flowers, leaves, sand, grains can be used.</li> <li>• Give painting brushes with water colours to children for free hand drawing.</li> </ul>
<b>Variation</b>	Give a theme to the children and ask them to draw, e.g., A Rainy Day, A Sunny Day.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Give the children crayons and colours and let them use these freely to create their own drawings and paintings. You may also provide pictures to colour with increased complexity.</li> <li>• Let them fill colours within the given outlines. Themes can be given and the children can be asked to draw scenes.</li> </ul>
<b>Variation</b>	Children can do spray-painting by dipping old toothbrushes in water colour and using the bristles of the brush to spray the colour.
<b>Other competencies addressed</b>	Develops eye-hand coordination, emotional development, positive self concept, builds imagination.
<b>What can be observed?</b>	Observe the children’s colouring in an enclosed space, their attention span, creativity in creating simple pattern, their art work, collage, imprints, indulgence, joyfulness, mindfulness.



## Activity 2

### TEAR, CUT AND PASTE



<b>Material required</b>	Newspaper, origami paper, glue, scissor, old magazine, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	<ul style="list-style-type: none"> <li>• Provide the children with some waste paper; for example, pages from old magazines, newspapers, etc.</li> <li>• Draw an outline of an animal or an object on a large piece of paper. The outline should be large and spacious.</li> <li>• Put glue on it and ask children to tear pieces of paper given to them and paste the pieces within the outline. The outline could be that of a tree, a hut, a ball, a cat, etc. Let the children decorate a gift box with tearing and pasting activity.</li> </ul>
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Give the children simple shapes like a square or a triangle drawn on a paper and get them to cut paper neatly along the outline given using child friendly scissors.</li> <li>• Give them pages of old newspapers, magazines, etc., and encourage them to make their own collage, by pasting the pieces in any design they want to create.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• On a piece of paper, let the children draw any shape. Spread glue on it and let them sprinkle sand on the shape, and let it dry. An embossed design will emerge.</li> <li>• Provide colour to make imprints of objects like leaves, blocks, palm imprints, etc., on old newspaper or cloth.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Give the children pages of old newspapers, magazines, etc., and encourage them to make their own collage, by pasting the pieces in any design they want to create. They could be given old cloth pieces also and other waste material/ leaves/ petals, etc., which they could use for pasting in the collage work.</li> <li>• Ask them to tear paper into small pieces, thereafter, paste the torn paper within a given outline. The outline could be that of a tree, a hut, an animal, or any other object.</li> <li>• Let them make their own collage by pasting the pieces in any design they want to create.</li> </ul>
<b>Variation</b>	Provide clay material to make objects of their choice.
<b>Other competencies addressed</b>	Socio-emotional development; eye-hand coordination; increased attention span; perseverance on task.
<b>What can be observed?</b>	Learns the use of art material, tools and instruments; makes new patterns; eye-hand coordination; joyfulness; mindfulness/aware of what they are doing.

## Activity 3

### PAPER FOLDING



<b>Material required</b>	Paper, bedsheet, handkerchief, napkin, towel.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Ask the children to bring a handkerchief. Let them fold their handkerchiefs using one or two folds in different shapes. Papers can also be folded to create caps, boats, etc.
<b>Variation</b>	Let the children draw water on a sheet of paper and make fishes by folding origami paper, and then pasting it in the water to create a collage/scene.
<b>4–5 years</b>	Children can be taught to make different objects like a cap, bird, ice-cream, etc., which require simple paper folding. Provide opportunity to fold bedsheets/sitting mats by joining the corners.
<b>Variation</b>	Draw a garden scene and guide the children to make flower using paper folding (origami work), and ask them to paste the flowers to complete the garden scene.
<b>5–6 years</b>	Provide colourful papers to the children. They can be taught complex paper-folding to make a boat, a bird, an airplane, etc.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Ask the children to use their paper folding creations and make various sceneries.</li> <li>• Put the work of the children in their portfolio and observe their progress.</li> </ul>
<b>Other competencies addressed</b>	Develop eye-hand coordination; fine motor skills; creative and aesthetic development.
<b>What can be observed?</b>	Children’s participation, creativity, eye-hand coordination; children creating a variety of visual imagery, sharing their own ideas, observing local culture, enjoying their creation.

## Activity 4

### CLAY WORK



<b>Material required</b>	Wooden board or cardboard, colours, painting brush, twigs, flowers, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Provide dough or clay to children. Let them beat or pat the clay and ask them to make anything of their choice like balls of different sizes, <i>chappatis</i> , etc.
<b>Variation</b>	Give mud to the children and ask them to make a rope and balls using mud, and let them dry it in the sun. Then paint with colours and use them in making of toys like a snake, cart, etc.
<b>4–5 years</b>	<ul style="list-style-type: none"> <li>• Give a wooden board or cardboard to each child and give them a lump of clay for molding into simple shapes like a <i>diya</i>, glass, bowl, etc.</li> <li>• Let the molded objects dry. Once dry, paint the molded object.</li> </ul>
<b>Variation</b>	Let the children make toys using mud or clay and play with them.
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Provide the children with some sand, clay or dough and tell them to make objects of their choice with it. Give them some ideas.</li> <li>• Let the children use twigs, flowers, colour, etc., to decorate their creation.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Let the children make wheels, dry them and colour them and make a cart using sticks, wheels and string.</li> <li>• Let them pull it and dramatise as if they are transporting objects from one place to another using their cart.</li> </ul>
<b>Other competencies addressed</b>	Fine motor development skills; eye-hand coordination; language skills; social development.
<b>What can be observed?</b>	Creativity, precision and control, coordination, cooperation, expression of joy/emotions.

**C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role play, dance, and movement.**

**Activity 1**  
**SINGING**



<b>Material required</b>	Songs, audio
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	Let the children listen to a song, repeat it with the teacher and then sing on their own. Use actions and facial expressions. Let them explore musical instruments and vocal music with the help of the teacher.
<b>Variation</b>	During transition period from one activity to the other, play simple music, rhymes and let the children enjoy and express themselves.
<b>Other competencies addressed</b>	Vocabulary development; development of language skills; socio-emotional development.
<b>What can be observed</b>	Sings with interest, explores rhythm, produces a variety of sounds, explores volume (loud and soft), differentiates between instrumental and vocal music.

**Activity 2**  
**CAT AND MOUSE GAME**



<b>Material required</b>	Mask of a cat, mouse.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	Let one child be a cat and the others mice. Put a mask on the child's forehead. The cat must try to catch the mice. All the children must run here and there to escape from the cat. The children can sing, 'chuha bhaag bili aae.'

<b>Variation</b>	<ul style="list-style-type: none"> <li>Let the children make a circle by holding hands. Make one child a cat and another child a mouse. Let the mouse be inside the circle and the cat outside the circle. The cat must try to catch the mouse by trying to come inside the circle, but the other children must not allow the cat to enter the circle and catch the mouse.</li> <li>The children can take turns to become the cat and the mouse. Let them perform body movements, role-play and dramatisation.</li> </ul>
<b>Other competencies addressed</b>	Develop gross motor skills; cooperations; team work, voice modulation, imagination.
<b>What can be observed?</b>	Observe team spirit, adjustment in a group, cooperation, mimics with joyfulness and vigour.

### C-12.3: Innovates and works imaginatively to express ideas and emotions through the art

#### Activity 1 LET'S DANCE



<b>Material required</b>	<i>Dholak, Dhaflī</i>
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	<ul style="list-style-type: none"> <li>Play a <i>dholak</i> or <i>daflī</i> and introduce a beat. Increase or decrease the beats at time intervals, by ensuring variation in speed, rhythm and notes.</li> <li>Let the children dance or walk, or act according to the beats. Make one child the leader. Ask the leader to change the actions now and then, and others must follow the leader.</li> </ul>
<b>Variation</b>	Let the children make different body sounds like foot stamping, clapping, laughing, etc., in accordance to the sound or sing while playing the musical instruments, and ask the children to dance to the tunes. Let them dance freely as they wish.
<b>Other competencies addressed</b>	Gross motor skills; fine motor skills; language development; socio-emotional development.
<b>What can be observed?</b>	Observe children's participation, expressions, initiation, leadership, and emotions.

## Activity 2 DRAMATIC PLAY



<b>Material required</b>	Full length mirror, <i>dupattas</i> , hat, purse, tie, doctor's set, kitchen set, tools, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	<ul style="list-style-type: none"> <li>• Keep the items like a full length mirror, <i>dupattas</i>, hat, purse, tie, doctor's set, kitchen set, tools, etc., in the dramatic play area.</li> <li>• Watch the children become a doctor, shopkeeper, teacher, etc. Give some directions or cues like 'walk like an elephant in a jungle', 'fly like a butterfly in the garden', 'act like a doctor seeing a patient', 'be a teacher teaching her class', etc. One group of children enact and the others guess who they are.</li> </ul>
<b>Other competencies addressed</b>	Creative movement; free expression; language development; socio-emotional development.
<b>What can be observed?</b>	Imagination, socio-emotional development, language development, mimics a few recognisable people, animals, plants, objects, etc.

## Activity 3 GUESS THE ACTION



<b>Material required</b>	Pencil, handkerchief, paper.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	<ul style="list-style-type: none"> <li>• Take any object, for example, a pencil, imagining it to be something else. Mime an action with it, e.g., brushing of teeth. Let the children guess what you have imagined it to be.</li> <li>• Then give a chance to any other child of the class. He/she can mime another action e.g., imagining a pencil to be something quite different like a stirrer.</li> <li>• Thus the activity moves on and the children have to guess the imagined object from the actions.</li> </ul>
<b>Other competencies addressed</b>	Develops imagination; problem solving skills; vocabulary development.
<b>What can be observed</b>	Observe how children enact, show the details in their action.



## C-12.4: Works collaboratively in the arts

### Activity 1 RANGOLI MAKING



<b>Material required</b>	Petals, leaves, beads, coloured sand, twigs, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	In a small group give the children petals of different colours, leaves, coloured sand, etc., and encourage them to make their own <i>rangoli</i> designs or fill the design given by the teacher.
<b>Variation</b>	They could be given old cloth pieces, beads and other waste materials like bottle caps, etc., which they can use for filling the <i>rangoli</i> designs.
<b>Other competencies addressed</b>	Develops cooperation; language development; cognitive development; socio-emotional development, etc.
<b>What can be observed?</b>	Children's involvement, participation, cooperation, fine motor development, eye-hand coordination, indulgence, and mindfulness.

### Activity 2 FESTIVAL CELEBRATION



<b>Material required</b>	Clay, wool, twigs, colour chart paper, glue, stapler, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	Celebrate all festivals in the school depending on the local, regional, and cultural context. Encourage the children to participate in the celebrations of festivals by making preparations for the festival.
<b>Variation</b>	Let the children make <i>diyas</i> ; <i>rakhis</i> , a Christmas tree with tearing-pasting activity and decorate it; visit friends during Festivals, etc.
<b>Other competencies addressed</b>	Develops imagination, vocabulary, aesthetic sense; creative expression, language development; socio-emotional development.
<b>What can be observed?</b>	Observe children's participation, creativity, awareness of different festivals, acceptance, cooperation, unity.

**C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage**

**Activity 1**

**CREATING A CLASSROOM DISPLAY BOARD**



<b>Material required</b>	Bulletin board, stapler, pencil/crayon, markers, scissors, chart papers, scale, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-6 years</b>	<ul style="list-style-type: none"> <li>• Create classroom displays at the eye-level of the children.</li> <li>• Choose a theme (to introduce a concept, reinforce learning, decorate the class); make drawings/collage with children; arrange the drawings/pictures you would like to display by involving them.</li> <li>• Make the background and border of the board, and stick the pictures and words.</li> </ul>
<b>Variation</b>	Take any theme like air, water, fruits, vegetables etc. Make displays and change the displays as often as feasible, preferably according to the theme. Encourage children to verbalise their appreciation for their and others' work.
<b>Other competencies addressed</b>	Language development; spatial understanding; socio-emotional development.
<b>What can be observed?</b>	Observe children's participation. Observe, if the child shares and appreciates the responses and ideas, responds to artwork verbally, shows sensitivity towards colours, beauty, etc.

# Developing Positive Learning Habits

*Competencies for developing positive learning habits include, habit formation like regular attendance, punctuality, participation and involvement in class activities, waiting for one's turn, respecting rights of others, listening to others, respecting others' point of view, taking leadership, completing the task on time (persistence on task), learning to learn, etc.*

## **CURRICULAR GOALS RELATED TO DEVELOPING POSITIVE LEARNING HABITS**

**CG-13:** *Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.*

# DEVELOPING POSITIVE LEARNING HABITS


## CG-13: CHILDREN DEVELOP HABITS OF LEARNING THAT ALLOW THEM TO ENGAGE ACTIVELY IN FORMAL LEARNING ENVIRONMENTS LIKE A SCHOOL CLASSROOM

**C-13.1: Attention and intentional action: acquires skill to plan, focus attention, and direct activities to achieve specific goals**

### Activity 1 EXPLORE AND ENJOY



<b>Material required</b>	Blocks (wooden), empty boxes, sand, clay, rings, kitchen utensils like metal bowls, spoons, etc., instruments to play/create music, mirror.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Provide material (objects/toys/musical instruments) to the children and let them explore from the given material, and choose to create things of their choice by creating and recreating with minimal intervention and guidance from the teachers.</li> <li>• Keep books and let children explore the books on their own .</li> <li>• Provide blocks, empty boxes to create toys/objects of their choice.</li> <li>• Provide clay for free exploration.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• In the reading area, let the children explore picture books. Encourage them to read by looking at pictures, putting their finger beneath the pictures/words and let them draw, colour and paint.</li> <li>• Children can explore dance and body movements using props like rings, ribbons, mirror, music, etc.</li> </ul>

<p><b>4–5 years</b></p>	<ul style="list-style-type: none"> <li>• Let the children explore from the given material and choose to create things of their choice, by creating and recreating with minimal interference and guidance from the teachers.</li> <li>• Let the children sit in a circle and keep some books with big pictures in the centre. Ask them to take a book of their choice and look into the book and share what they are looking at with gestures.</li> </ul>
<p><b>Variation</b></p>	<ul style="list-style-type: none"> <li>• Provide blocks, empty matchboxes. Let the children wrap them with paper, make furniture like a sofa, chair, etc., with them.</li> <li>• Provide clay for free exploration.</li> <li>• Children can explore dance and movement to music using various props.</li> </ul>
<p><b>5–6 years</b></p>	<ul style="list-style-type: none"> <li>• Let the children explore from the given material and choose to create things of their choice, by creating and recreating with minimal intervention and guidance from the teachers.</li> <li>• Let them do independent work like creating things/ experimenting/reading, etc.</li> </ul>
<p><b>Variation</b></p> 	<ul style="list-style-type: none"> <li>• Place a full length mirror in the class and let the children see themselves in the mirror. Play a music and let the children dance to the music looking at the mirror.</li> <li>• If a mirror is not available, let the children enjoy free-dance movements.</li> <li>• Props like ribbons, scarfs can be used to enhance the dance to the rhythm of the music.</li> <li>• Make available a variety of picture books/drawing books, which the children can easily access and explore.</li> <li>• Provide opportunities to the children to take responsibility of simple tasks in the classroom. For example, let them distribute writing material, craft material to younger children/children in the same class, etc.</li> </ul>
<p><b>Other competencies addressed</b></p>	<p>Enjoyment in self-creation; imagination; body coordination; enjoying rhythm/beats/music; development of a positive self-concept; sense of initiative; independence; leadership and autonomy.</p>
<p><b>What can be observed?</b></p>	<p>Observe the children who are open to explore, see how they make choices, stick to the chosen material or switch to different materials, management of disappointment and/or frustration.</p>

## Activity 2

### STIMULATING IMAGINATION



<b>Material required</b>	List of age-appropriate stimulating questions which the teacher can keep ready by preparing in advance.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Ask the children questions which can stimulate their imagination, for example, ‘What would happen if a squirrel comes to your class?’
<b>Variation</b>	Encourage the children to come up with such questions and ask each other.
<b>4–5 years</b>	Children can enact various situations/actions with the help of a bucket (different uses of bucket).
<b>Variation</b>	<ul style="list-style-type: none"> <li>• The above mentioned activity is to be played in 2 teams/groups.</li> <li>• Group 1 enacts the different uses of any object—like a handkerchief and the other team (group 2) can guess the use that is shown by the first group.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Give a drawing to paint/colour; provide limited number of colours, other material from nature like leaves, etc., and let the children explore if they can come up with options to create more colours and paint the picture.</li> <li>• Each child shares by asking, moving around, looking for colours/available material and also exchanges colours and resources with other children to complete one’s painting.</li> </ul>
<b>Variation</b>	Let the children do thread painting and show their paintings to friends and ask them to look into the picture, and share with each other what they see.
<b>Other competencies addressed</b>	Adaptation; flexibility, imagination; verbal expression; sharing of resources; offering and receiving help.
<b>What can be observed?</b>	Observe the children who show the skills of adaptability in using the given material, ability to be flexible, imaginative, ability to verbally express ideas.

## Activity 3

### STATUE



<b>Material required</b>	Musical instrument
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Play the music. Let the children move around when the music is played and stop moving their bodies when the music is paused. If they continue to move after the music is stopped, they are asked to sing a song or act like an elephant/butterfly, etc.
<b>Variation</b>	Do some actions like clapping, clicking, etc. While you are doing the action, ask the children to sing la, la, la in a particular tone decided at the beginning of the game. When you stop the action, the children need to stop saying la, la, la, la.
<b>4–5 years</b>	Play music and allow the children to hop around. When the music stops, the children have to take a statue position—they need to freeze and not move.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• After the first 2–3 rounds of the activity make it a little challenging.</li> <li>• Let one child make an attempt to make others laugh so as to disturb the statue position. One whose eyebrows, eyelids or body moves he/she will be called out in the centre and the game continues.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Let a child in the class play the music, and the other children walk backward till the music is stopped.</li> <li>• When the music stops, the children must freeze like a statue; and when the music restarts, the children must immediately start walking forward.</li> </ul>
<b>Variation</b>	From the above activity—change the ‘freeze like a statue’ with a dance position.
<b>Other competencies addressed</b>	Auditory attention; motor coordination; sensorial development; socialisation.
<b>What can be observed?</b>	Observe the children who are attentive to music, who are quiet and stable while in a statue position. Observe those who are not calm and steady and encourage them to be in a statue position.



**C-13.2: Memory and mental flexibility: develops adequate working memory, mental flexibility (to sustain or shift attention appropriately) and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments**



## Activity 1 TRAFFIC RULES

<b>Material required</b>	Bowl with chits, toy ball, <i>dafli</i> /drum, chalks.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>• Traffic control: Create marked paths in the playground, for example—left turn, right turn, red light, green light.</li> <li>• Ask the children to walk/pretend to ride different vehicles by following traffic rules.</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Children may take turns to control the traffic in the class by showing the stop and go signs, the red and green light signs, etc.</li> </ul>
<b>4-5 years</b>	<ul style="list-style-type: none"> <li>• Allow the children to freely run, jump in and around the drawn circle or walk till a particular line and not go beyond a particular line if a red sign is shown.</li> <li>• Let the children sing, dance if the green sign is shown. They have to slow down when the yellow sign is shown.</li> </ul>
<b>Variation</b>	Let the children enact the role of a traffic policeman. Ask them to recall and add activities done in the school.
<b>5-6 years</b>	Take a bowl and keep few folded chits having some tasks written on it; for example, rhyme on traffic lights, names of transport, counting 1 to 20, letters in order, names of few fruits, vegetable, etc. Then give children a soft toy/ball. Play <i>dafli/drum</i> and ask the children to pass the toy/ball until the music is stopped. As the sound of the <i>dafli</i> stops, the child having a ball in his/her hand has to pick up the chit and perform the task as mentioned in the chit.
<b>Other competencies addressed</b>	Development of cognitive skills, sensorial perception; vocabulary development, motor coordination.
<b>What can be observed?</b>	Notice the children who can control and follow the specifications in the activity, help those children who are not able to understand through concrete examples.

## Activity 2

### COLLAGE MAKING



<b>Material required</b>	Big chart paper, drawing material, available natural things from the environment like leaves, pebbles, sticks, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3–4 years</b>	Collecting rocks/pebbles/shells/leaves individually and bringing them to the classroom.
<b>Variation</b>	Working in a group to arrange the collected things from the nature for display.
<b>4–5 years</b>	Children can explore the readily available material around their surroundings like pebbles, leaves, sticks and come up with any creation of their choice.
<b>Variation</b>	<ul style="list-style-type: none"> <li>• Children work in pairs, small groups, exchange or gather all the material they have to create a model/collage in a pair.</li> <li>• One child starts building a model, the second child adds on to it, the model or collage is completed in a small group by collectively taking turns.</li> </ul>
<b>5–6 years</b>	<ul style="list-style-type: none"> <li>• Select one theme and give one big chart to a small group of children. Let all of them draw together on one big sheet.</li> <li>• Write their names and draw one symbol representing their name like anything of their choice say flower, fruit, sun, moon, star, etc.</li> </ul>
<b>Variation</b>	The child sees the drawing or symbol drawn by the first child and adds something else to the same drawing, the next child sees a drawing by another child and adds to it and so on. The additions are done without erasing/disturbing the original drawing.
<b>Other competencies addressed</b>	Working in a group; understanding the rules of the games; interacting with each other, imagination; cognitive development, socialisation.
<b>What can be observed?</b>	Observe the children who can work collaboratively, who are patient while working and the children who cannot wait for their turns/ being impatient. Help children to be patient and wait for their turn.

**C-13.3: Observation, wonder, curiosity, and exploration: observes minute details of objects, wonders and explores by using various senses, tinkers with the objects and asks questions**

**Activity 1**  
**ASK QUESTIONS**



<b>Material required</b>	Available natural materials, like leaves, sticks, pebbles, etc. Materials like lens, feather magnet, etc.
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Show a leaf and a flower and ask the children from where do we get these.
<b>Variation</b>	Collect leaf and any other available part—fruit/flower of the trees in the surroundings.
<b>4-5 years</b>	Show a drawing or photograph or object and ask the children to recognise example—pebbles, neem leaves, rose flower, etc.
<b>variation</b>	Let a child stand in front and call out a name or show a picture of some object which is available in the class. For example — Who finds the white flower faster.
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Let the children collect natural things from the surroundings and explore their features for example, let them rub two pebbles on each other and observe what happens or sense the smell of a crumpled leaf.</li> <li>Show them a leaf and ask them to find a tree in the garden to which the leaf belongs. Show them a flower and ask them to find the bush to which the flower belongs.</li> </ul>
<b>Variation</b>	Provide a variety of materials like lens, feather, magnet, etc., to the children. Let them use the material freely and explore. Ask them questions when they are playing. What do you think? Where do we use it? How can we use it? What would happen if...? Let's see if it works, etc.
<b>Other competencies addressed</b>	Develops imagination, exploration, stimulation, divergent thinking, sensorial development, language development.
<b>What can be observed?</b>	Observe the children who are coming up with many ideas, who take initiative to give response, observe children who are not readily coming to give a response, observe very novel responses, children who can think of many different innovative ideas.

## C-13.4: Classroom norms: adapts and follows norms with an understanding

### Activity 1 MAKE AND FOLLOW RULES



<b>Material required</b>	Chart paper
<b>Age group</b>	<b>How to conduct the activity?</b>
<b>3-4 years</b>	Follow the leader. Do simple actions in the class. Let the children follow the actions.
<b>Variation</b>	Do fast actions, slow down and then stop. Let the children enjoy; for example, roll-roll your hand and suddenly stop.
<b>4-5 years</b>	Each child takes a turn in doing the actions and walking in the class, rest of the children follow the child in doing the actions.
<b>Variation</b>	<ul style="list-style-type: none"> <li>Let the children decide some rules for a day to follow. Example—raise the left hand if you have to ask the teacher a question or if you want to talk in the class.</li> <li>Spread your right hand out if you need to use the washroom.</li> <li>Let the children observe if all of them are able to remember and follow the rules framed and help the child who forgets the appropriate action.</li> </ul>
<b>5-6 years</b>	<ul style="list-style-type: none"> <li>Play 'Do as I say'. Ask the children to listen carefully and do the actions. You can do different actions, e.g., touch nose but say 'touch your ears'.</li> <li>Children have to hold their ears but looking at you they may hold their nose.</li> <li>Discuss with the children and write the rules on the chart paper, draw visuals, put them on display boards and ensure that they are followed.</li> </ul>
<b>Variation</b>	Make a chart for appropriate norms and help the children follow the rules, and give a star if the rules are followed as framed. Give a chart for home also, for, example 'switch off lights and fans when not in use'.
<b>Other competencies addressed</b>	Language development, cognitive development, socialisation.
<b>What can be observed?</b>	Observe children who are regular in following the instructions, and children who have understood the concept of rules. Help those children who are not able to follow rules.

# Annexures

Annexure I

## DOMAINS, CURRICULAR GOALS AND COMPETENCIES FOR *BALVATIKA*

<b><i>Annamaya Kosha (Physical Development) and Pranamaya Kosha (Physical and Motor Development)</i></b>	
<b>Curricular Goal</b>	<b>Competencies</b>
<b>CG-1</b> Children develop habits that keep them healthy and safe	C-1.1 Shows a liking and understanding of nutritious food and does not waste food C-1.2 Practices basic self-care and hygiene C-1.3 Keeps school or classroom hygienic and organised C-1.4 Practices safe use of materials and simple tools C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
<b>CG-2</b> Children develop sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences
<b>CG-3</b> Children develop a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities C-3.2 Shows balance, coordination, and flexibility in various physical activities C-3.3 Shows precision and control in working with their hands and fingers C-3.4 Shows strength and endurance in carrying objects, walking, and running
<b><i>Manomaya Kosha (Socio-Emotional and Ethical Development)</i></b>	
<b>CG-4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions and respond positively to social norms.	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults C-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in the classroom and school

	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-4.7 Understands and responds positively different to thoughts, preferences and emotional needs of other children</p>
<p><b>CG-5</b> Children develop a positive attitude towards productive work and service or 'seva'</p>	<p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others</p>
<p><b>CG-6</b> Children develop a positive attitude and regard for their environment</p>	<p>C-6.1 Shows care and joy by engaging with all life forms</p>
<p><b><i>Vigyanamaya Kosha (Cognitive Development)</i></b></p>	
<p><b>CG-7</b> Children make sense of the world around through observation and logical thinking</p>	<p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C-7.3 Uses appropriate tools and technology in daily life for learning</p>
<p><b>CG-8</b> Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</p>	<p>C-8.1 Sorts objects into groups and sub-groups based on more than one property</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers</p> <p>C-8.3 Counts up to 99, both forwards and backwards and in groups of 10s and 20s</p> <p>C-8.4 Arranges numbers up to 99 in ascending and descending order</p> <p>C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p> <p>C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</p> <p>C-8.7 Recognises multiplication as repeated addition and division as equal sharing</p> <p>C-8.8 Recognises basic geometric shapes and their observable properties and explains relative relation of objects in space</p> <p>C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months</p> <p>C-8.11 Performs simple transactions using money up to ₹100</p>

	<p>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements</p> <p>C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</p>
<p><b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-9.1 Listens and appreciates simple songs, rhymes, and poems</p> <p>C-9.2 Creates simple songs and poems on their own</p> <p>C-9.3 Converses fluently and can have a meaningful conversation</p> <p>C-9.4 Understands oral instructions for a complex task and passes the same instructions to others</p> <p>C-9.5 Comprehends stories and identifies characters, storyline and what the author wants to say</p> <p>C-9.6 Narrates short stories with clear plot and characters</p> <p>C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p>
<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)</p>	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables in L1</p> <p>C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of <i>akshara</i>) of the script (L1) and uses this knowledge to read and write words</p> <p>C-10.4 Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation</p> <p>C-10.5 Reads short stories and comprehends its meaning — by identifying characters, storyline and what the author wanted to say — on their own (L1)</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)</p> <p>C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences (L1)</p> <p>C-10.9 Shows interest in picking up and reading a variety of children’s books (L1)</p>

<p><b>CG-11</b> Children begin to read and write in Language 2 (L2)</p>	<p>C-11.1 Develops phonological awareness and able to blend phonemes/syllables into words, and segment words into phonemes/syllables</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of <i>akshara</i>) of the script and uses this knowledge to read and write simple words and sentences</p>
<p><b><i>Anandamaya Kosha (Aesthetic and Cultural Development)</i></b></p>	
<p><b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p> <p>C-12.3 Innovates and works imaginatively to express ideas and emotions through the art</p> <p>C-12.4 Works collaboratively in the arts</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p>
<p><b>Developing Positive Learning Habits</b></p>	
<p><b>CG-13</b> Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p>	<p>C-13.1 Attention and intentional action: Acquires skill to plan, focus attention, and direct activities to achieve specific goals</p> <p>C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments</p> <p>C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores by using various senses, tinkers the objects, asks questions</p> <p>C-13.4 Classroom norms: Adapts and follows norms with an understanding</p>

Reference : National Curriculum Framework for Fundamental Stage, 2022



## **MAKING OF PUPPETS (TOY-BASED LEARNING)**

Puppetry is an art used for various purposes in the foundational years. It is one of the traditional and cultural art forms which was mostly used for entertainment and telling stories. Conventionally, puppetry is used for entertainment and educational activities. Puppet theatre is used in the classroom for telling stories. It is usually a wooden framework with drapes of cloth that are used for backdrops depicting scenes in a story with a draw curtain to give it a stage appearance.

Puppets are made to tell stories to children. Sometimes puppets are also used as a *Sutradhaar*, i.e., narrator of a story, providing an exciting learning experience to children about animals, birds, reptiles, fruits, vegetables, etc. It is an inexpensive and wonderful tool for teachers.



### **Advantages of puppetry**

- It provides opportunity for verbal expression.
- It enhances the power of imagination.
- It enables children to release their pent up emotions without inhibition.

#### **Competencies developed while making/using puppets:**

Children develop sharpness in sensorial perceptions; develop visual memory; develop a sense of touch; show precision and control in working with their hands and fingers; recognise different emotions; interact comfortably with adults and other children; understand and respond positively to social norms; understand and respond positively to different thoughts, preferences and emotional needs of other children; show care for and joy in engaging with all life forms; listen and appreciate; understand and follow instructions; vocabulary development; know and use enough words to carry out day-to-day interactions; explore and play with variety of materials and tools to create artworks in varying sizes; innovate and work imaginatively; communicate and appreciate a variety of responses while creating and experiencing different form of arts, local culture and heritage.



## TYPES OF PUPPETS

### Finger Puppets

#### (i) Finger puppets made up of rolls

Puppets that are made on paper rolls are called Roll Finger Puppets.



#### **Material needed**

Thick chart paper, googly eyes, colour papers, scissors, glue stick, black marker

#### **Steps to prepare**

- Make a paper roll using a thick chart paper.
- Using various colour papers and markers create features of the puppet characters.
- Paste googly eye on the puppet. Draw mouth and other detail with a marker.
- Cut and attach wings, legs, ears, or antennae, whatever you want to make.



#### (ii) Finger Puppets made up of Paper Cones

These puppets are made of paper folded in cone shape. To operate the puppet, place one finger inside the cone body. If your fingers are small, use two fingers for better grip.



#### **Material needed**

Paper or card, sticky tape, ribbon, googly eyes, colour papers, scissors, glue stick, black marker

#### **Steps to prepare**

- Take a coloured chart paper and make a cone as shown in the figure.
- Make a face of any animal, bird or any character of your choice from the cut-out of the paper.

- Make the eyes, nose and mouth on the face of the animal/birds with decoration material.
- Paste the face on the top of the cone.
- Your paper cone puppet is ready to use.



### (iii) Finger Puppets- Inserts

In Insert finger puppets, two fingers are inserted into the base of the puppet to form its legs, with the knuckles of the fingers suggesting the knees of the character.

#### **Material needed**

Coloured thick card paper, googly eyes, scissors, markers, glue, circle punch, etc.

#### **Steps to prepare**

- Trace an outline of any character/animal on a thick card paper.
- Create features using decorative materials. Use a circle punch to make two small circles at the bottom of the outline.
- Insert your fingers through the puppet and play with it.



#### (iv) Finger Puppets made with felt fabric

These puppets are made with felt as per the measurement of your fingers. These puppets are easy to make and can be manipulated easily. Their shelf life is much longer and they are easy to maintain.



##### **Material needed**

Felt fabric, needle, embroidery thread, scissors, googly eyes, sharpie pens, glue gun, etc.

##### **Steps to prepare**

- Cut a rectangle of fabric sheet and fold it into half. Trim to round off the edges using scissors. Sew the side using running stitch.
- Stitch the ears, and make eyes and nose. You can also use a glue or fabric glue to attach these.
- Put your finger into the puppet and play with it.

#### **Paper Cup Puppets (cups facing down)**

These puppets are made out of paper cups. They are cheap and easy to make. You can use your fingers to manipulate this puppet.

##### **Material needed**

Small paper cup, paints, paint brushes, coloured cardstock paper, markers, googly eyes, scissors, glue, etc.

##### **Steps to prepare**

- Start by painting the outside of paper cup with paint. Set it aside to dry completely.
- While paint is drying cut out varied features from coloured cardstock paper.
- Glue googly eyes onto paper cup. Use markers to draw a nose and mouth.
- Decorate the puppet creatively.



## Handglove and Socks puppets

The glove or sock puppets are the simplest and most widespread type of puppet. It is extremely portable and can be prepared with low cost material.

### **Material needed**

One winter sock, black marker, googly eyes, yarn, pom-pom, glue

### **Steps to prepare**

- Slip the long sock (plain coloured or with pattern) over your hand.
- Make a C-shape with your hand.
- Take your thumb to the heel part of sock: tuck the sock into the groove between your thumb and fingers.
- Open and close your hand to make it look like a puppet.
- Use marker to make two dots for eyes.
- Nose can be made by putting another dot.
- Now take off the sock and paste googly eyes on two dotted points.
- You can use a pom-pom to make nose.
- Use yarn to make hair.
- Your sock puppet is ready to use.



## Hand box Puppets

Using various boxes (soap, cereal, tetra packs) and few innovative ideas, amazing play material can be prepared. Children need to use their fingers and hand with voice modulations.

### **Material needed**

Soap box or small tetra pack, plain white paper, pencil, scale, cutter, decoration material

### **Steps to prepare**

- Cover the box with plain white or coloured paper
- Make a cut on three sides of the box to make the face of any animal, as shown in the picture.
- Make ears, eyes, nose and mouth of the puppet and manipulate it as needed.



## Stick Puppets

Stick puppets are easy to make, inexpensive and also can be made quickly. These are formed from an image which is cut out and pasted on a stick.

- Choose a character, and draw it on a hard paper.
- Colour it, decorate it and cut it from the paper.
- Attach it to a stick.

**Variation:** To make two-sided stick puppets, cut out two similar pictures and paste them back-to-back on a stick.

## **SOME EXEMPLAR ACTIVITIES WITH RHYMES AND SONGS**

(Activities can be conducted with material like puppets or without material through actions.)

### **Poem on health and hygiene**

Make children stand in a circle. Ask children to recite the rhyme and do actions accordingly.

*Brush, brush, brush your teeth*

*Brush them everyday.....*

*Father, mother, brother, sister*

*Brush them everyday.....*

*Wash, wash, wash your face*

*Wash it everyday.....*

*Father, mother, brother, sister*

*wash it everyday.....*

*Comb, comb, comb your hair*

*Comb them everyday...*

*Drink, drink, drink your milk*

*Drink it everyday...*



- Inculcates good habits
- Helps children become aware of cleanliness and personal hygiene

### **Poem on myself and family**

Make children stand or sit in a semi-circle. Ask them to sing along with actions

*This is the father good and kind.*

*This is the mother with gentle mind.*

*This is the brother grown so tall.*

*This is the sister playing with a ball.*

*This is the baby yet to grow.*

*This is my family standing in a row.*

- Develops fine-muscle coordination
- Vocabulary development
- Understands relationship with family members

## Poem on pre-number concepts

Make children stand in a semi-circle and sing the song with them and ask them to do the actions accordingly.

- This poem helps to differentiate between pre-number concepts like 'high' and 'low'
- Promotes motor development

*This is the way we pump a tyre.  
This is the way we pump a tyre.  
And it goes higher and higher.  
Puncture makes the tyre low.  
And it goes sh....sh....*

**Note:** Pre-number concepts help in developing mathematical skills.

## Poem on Seed

Make children stand in a circle ask them to act like a seed and growing into a tree.

*Now we are seeds.  
So so small.  
Then we are big trees.  
see how tall.  
Bend your body  
touch your toes.  
Stand up straight and  
lift your nose.*

*Sideways bending, sideways bending, arms so wide.  
Bending low from side to side.  
Bending low from side to side.*



Helps to differentiate between 'big' and 'small', 'up' and 'down', etc.

## Poem on Spatial Relationship

Make all the children stand in a big circle holding hands. Sing the song with children and do the actions accordingly.

*Let us go in, in, in  
Let us go out, out, out  
Then we turn around.  
Let us go up, up, up  
Let us come down, down, down  
Then we turn around.  
Let us go right, right, right  
Let us go left, left, left  
Then we turn around.*

- Helps in understanding of spatial relationships like in/out, up/down, etc.
- Increases vocabulary



# बच्चों के लिए कुछ खेल गतिविधियाँ

## आओ खेलें खेल

### हम भी खेलेंगे वैसे

सभी बच्चे गोल घेरे में खड़े होंगे और फिर खेल शुरू होगा –  
जंगल में जानवर खेलते हैं, हम भी खेलेंगे वैसे ।  
हाथी कैसे चलता है, हम भी चलेंगे वैसे ।  
(फिर सब बच्चे हाथी की चाल में चलेंगे)  
मोर कैसे नाचता है, हम भी नाचेंगे वैसे ।  
(फिर सभी बच्चे नाचेंगे और इसी प्रकार अलग-अलग जानवरों  
का खेल खेलेंगे।)

### सियार और बकरी का खेल

सभी बच्चों को गोल घेरे में हाथ पकड़कर खड़ा करवाएँ। एक  
बच्चा सियार बनेगा और दूसरा बकरी का बच्चा। बकरी का  
बच्चा गोल घेरे के अंदर खड़ा होगा और सियार घेरे के बाहर  
की ओर। सियार अंदर घुसने की कोशिश करेगा, लेकिन बच्चे  
उसे गोल घेरे में घुसने से रोकेंगे और निम्नलिखित गीत गाएँगे—  
सियार—सिंगली-पिंगली दरवाज़ा खोलो !  
बच्चे—नहीं-नहीं, हम नहीं खोलेंगे।  
सियार—क्या तुमने बकरी का बच्चा देखा है।  
बच्चे—हाँ-हाँ, हमने बकरी का बच्चा देखा है।  
सियार—सिंगली-पिंगली दरवाज़ा खोलो।  
बच्चे—हम नहीं खोलेंगे।  
सियार गोल घेरे को तोड़ने की कोशिश करेगा और जब वह घेरा  
तोड़कर बकरी के बच्चे को पकड़ लेगा तो वह बच्चा गोले के बाहर  
जाएगा और सियार का अभिनय करेगा।

### चंदा के गाँव में

चंदा के गाँव में, तारों की छाँव में  
हम सैर करने जाएँगे,  
रॉकेट पर चढ़कर जाएँगे।  
चंदा के गाँव में, तारों की छाँव में  
हम सैर करने जाएँगे।  
दायाँ हाथ आगे करो,  
धीरे-धीरे इसे घुमाओ  
अब तुम सारे घूम जाओ  
अब तुम सारे झूम जाओ  
चंदा के गाँव में, तारों की छाँव में।

(इसी प्रकार बायाँ हाथ, बायाँ पैर, दायाँ पैर, दायाँ कंधा, बायाँ  
कंधा, जोड़ते चले जाएँ।)

नोट—सभी बच्चे गोल घेरे में खड़े होंगे और हाव-भाव के साथ  
अभिनय करेंगे।

### चिड़ियों का खेल

दीदी—बच्चो, गोलाकार बनाओ।  
बच्चे—दीदी, हमको खेल सिखाओ।  
दीदी—चिड़िया बनकर उड़ते जाओ।  
(बच्चे चिड़िया बनकर गोल घेरे में घूमेंगे।)  
दीदी—बच्चो, गोलाकार बनाओ।  
बच्चे—दीदी, हमको खेल सिखाओ।  
दीदी—मोर बनकर नाच दिखाओ।  
(बच्चे मोर बनकर गोल घेरे में नाचेंगे और इसी प्रकार दीदी  
अलग-अलग पक्षियों के नाम लेंगी।)

## गीत एवं कविताएँ

### हे भगवान, दो वरदान

हे भगवान, दो वरदान ।  
दो वरदान, हे भगवान ॥  
पढ़ना सीखें, लिखना सीखें ।  
सबसे मिलकर रहना सीखें ॥  
सच बोलें हम, निडर बनें हम ।  
यह वरदान, दो भगवान ।  
हे भगवान, दो वरदान ॥  
सदा बड़ों का मान करें हम ।  
यह वरदान, दो भगवान ।  
हे भगवान, दो वरदान ॥

### बाल गीत

हम आगे-आगे आते हैं  
हम आगे-आगे आते हैं  
हम पीछे-पीछे जाते हैं  
हम पीछे-पीछे जाते हैं  
  
हम ऊपर-ऊपर जाते हैं  
हम ऊपर-ऊपर जाते हैं  
हम नीचे-नीचे आते हैं  
हम नीचे-नीचे आते हैं  
  
हम अंदर-अंदर आते हैं  
हम अंदर-अंदर आते हैं  
हम बाहर-बाहर जाते हैं  
हम बाहर-बाहर जाते हैं  
हम आगे-पीछे जाते हैं  
फिर घूम जाते हैं ।

### सब्जियाँ

पालक बोली, मुझको खाओ,  
मैं तुमको ताकत दे दूँगी ।  
गाजर, मटर, टमाटर बोले,  
गोभी, भिंडी, बैंगन, आलू बोले,  
अगर हमें भी खाओगे  
तो जल्दी बड़े हो जाओगे ।

### नाव

(सभी बच्चे दोनों हाथों को सीधा रखते हुए मुट्टी बनाकर चप्पू पकड़कर नाव चलाने का अभिनय करते हुए गीत दोहराएँगे ।)

हैय्या हो, हैय्या हो  
पानी में चले मेरी छोटी-सी नैया  
नाव चली नाव चली नाव चली नाव  
आगे को चली  
पीछे को चली  
नाव चली नाव चली नाव चली नाव  
दायें को चली  
बायें को चली  
नाव चली नाव चली नाव चली नाव ।

### बच्चो, खूब निहारो

आसमान में लाली छाई,  
सूरज भी उग आया ।  
दूर गगन से चिड़िया आई,  
मंगल गान सुनाया ।  
  
रोज नियम से जल्दी जागो,  
प्रभु का ध्यान लगाओ ।  
नदियाँ, पर्वत, हरियाली को,  
बच्चो, खूब निहारो ।

### स्वच्छ रहो

हम स्वच्छ रहते हैं  
तो हम अपने आप को अच्छे लगते हैं ।  
हम स्वच्छ रहते हैं  
तो परिवार को अच्छे लगते हैं ।  
हम स्वच्छ रहते हैं  
तो मेहमानों को अच्छे लगते हैं ।  
हम स्वच्छ रहते हैं  
तो मित्रों को अच्छे लगते हैं ।  
हम स्वच्छ रहते हैं  
तो भगवान को अच्छे लगते हैं ।  
हम स्वच्छ रहते हैं  
तो सबको अच्छे लगते हैं ।

## तोता

तोता हूँ, मैं तोता हूँ  
हरे रंग का होता हूँ।  
लाल मेरी चोंच है  
सुंदर मेरी चाल है।  
बागों में मैं जाता हूँ  
मीठे फल मैं खाता हूँ।

## सब्जियाँ

आया-आया सब्जीवाला सब्जी का है ठेला आया,  
देखो कितनी सब्जी लाया।  
प्यारी-प्यारी रंग-बिरंगी, ठेले पर सजी हैं सब्जी  
लाल-लाल टमाटर, हरी मीठी मटर,  
बैंगनी बैंगन, पीला नींबू और  
लाल गाजर है लाया।  
आया-आया सब्जीवाला,  
देखो कितनी सब्जी लाया।  
प्यारी-प्यारी रंग-बिरंगी, सब्जीवाला सब्जी लाया।

## धरती माँ

धरती माँ के बच्चे, सारे हैं प्यारे,  
धरती सबकी माता है।  
माँ की सेवा करना,  
हमको बहुत ही भाता है।।  
धरती माँ की सेवा कर हम,  
गुण सारे अपनाएँगे।  
खूब पढ़ेंगे, स्वस्थ रहेंगे,  
प्रभु को शीश नवाएँगे।  
पर्यावरण को स्वच्छ रखेंगे,  
घर को स्वर्ग बनाएँगे।।  
भारत माँ की हरित ओढ़नी,  
देखो कैसी प्यारी है।  
रक्षा इसकी करनी हमको  
माता की फुलवारी है।  
जलवायु को स्वच्छ बनाकर  
स्वर्ग धरा पर लाएँगे।  
सुखी बनेंगे इससे सारे  
माता का वरदान पाएँगे।

## चिड़िया

इक चिड़िया के बच्चे चार,  
घर से निकले पंख पसार।  
पूर्व से पश्चिम को जाएँ,  
उत्तर से दक्षिण को जाएँ।  
घूम-घाम जब घर को आए,  
मम्मी को इक बात सुनाई।  
देख लिया हमने जग सारा,  
अपना घर है सबसे प्यारा।

## सड़क

सड़क बनी है लंबी-चौड़ी  
इस पर दौड़े मोटरगाड़ी  
बीच सड़क कभी मत चलना  
चोट लगेगी, नहीं तो वरना।  
पैदल-पारपथ से जाना  
सड़क के नियमों को निभाना।

## भारत देश हमारा है

आओ बच्चो, कदम बढ़ाओ,  
भारत देश हमारा है।  
आओ बच्चो, मिलकर गाओ,  
भारत देश हमारा है।

बादल बोलें, नदियाँ बोलें,  
भारत देश हमारा है।  
पंख फैलाकर मोर बोला,  
भारत देश हमारा है।

## तारे

दिन ढलते और रात होते ही,  
आ जाते हैं कितने तारे।  
रात अँधेरी जितनी होती,  
ज्यादा चमक दिखाते तारे।  
दिन में जाने कहाँ हैं रहते,  
छिपते कहाँ न जाने तारे।  
लेकिन रात को राह दिखाने,  
टिम-टिम करते आते तारे।

### सोनू और मोनू की गेंद

सोनू और मोनू दो दोस्त थे। दोनों हमेशा एक साथ खेलते थे। एक बार सोनू के मामा जी सोनू के लिए एक सुंदर-सी गेंद लेकर आए। सोनू गेंद लेकर मोनू के साथ खेलने के लिए बगीचे में निकल गया। दोनों गेंद को उछाल-उछाल कर खेलने लगे। एक गेंद को उछालता तो दूसरा उसे पकड़ता। एक बार मोनू ने बहुत जोर से गेंद उछाली, सोनू गेंद पकड़ नहीं पाया और वह उछलकर पास के एक तालाब में जा गिरी। सोनू और मोनू दोनों ही तैरना नहीं जानते थे। दुखी होकर वे तालाब के किनारे बैठ गए। गेंद दूर चली जा रही थी। वे दूर जाती गेंद को एकटक देखे जा रहे थे। इतने में उधर से एक मछुआरा निकला। उसके हाथ में एक जाल था। दोनों को तालाब के किनारे बैठा देखकर उसने पूछा, “तुम दोनों यहाँ अकेले क्यों बैठे हो?” दोनों ने एक साथ जवाब दिया, “हमारी गेंद इस तालाब में गिर गई है और हमें तैरना भी नहीं आता।” “अच्छा! मैं अभी तुम्हारी गेंद निकालता हूँ।” यह कहते हुए मछुआरे ने तालाब में अपना जाल फैलाया। फिर धीरे-धीरे उसने जाल को खींचना शुरू किया। जब पूरा जाल बाहर निकला तो सोनू, मोनू ने देखा कि जाल में बहुत-सी छोटी-छोटी मछलियाँ हैं और उन्हीं के साथ उनकी गेंद भी है। दोनों अपनी गेंद पाकर खुश हो गए।

### बगीचे की सैर

दो दोस्त थे। एक का नाम कालू था, दूसरे का बीनू। एक दिन कालू और बीनू दोनों घूमने निकले। चलते-चलते वे दोनों एक बगीचे में पहुँचे। वहाँ तरह-तरह के रंग-बिरंगे फूल खिले थे। कालू ने कहा, “चलो बीनू, फूल तोड़ते हैं।” बीनू ने कहा, “नहीं-नहीं कालू, हमें फूल नहीं तोड़ने चाहिए। वो देखो, माली भैया के पास फूल रखे हैं। चलो उनसे ले लेते हैं।” दोनों माली के पास गए। उसके पास तरह-तरह के फूल रखे थे। “माली भैया, आप मुझे कुछ फूल देंगे?” बीनू ने पूछा। माली ने उन्हें गुलाब, चमेली, गेंदा, रजनीगंधा के कुछ फूल पकड़ा दिए। कालू ने कहा, “चल बीनू, इन फूलों से खेल खेलते हैं।” “फूलों से खेल, यह कैसे होता है?” बीनू ने आश्चर्य से पूछा। “अच्छा ऐसा करो, तुम आँख बंद करो। मैं तुम्हें एक फूल सुँघाता हूँ। तुम सूँघ कर बताओ कि ये कौन-सा फूल है?” कालू ने समझाया। खेल शुरू हुआ। कालू ने रजनीगंधा का फूल बीनू

को सुँघाया। बीनू ने बता दिया। अब कालू को बताना था। बीनू ने गुलाब का फूल सुँघाया और कालू तुरंत पहचान गया। इसी प्रकार काफी समय तक यह खेल चलता रहा। कालू और बीनू दोनों आज बहुत खुश थे। एक नया खेल जो उन्हें मिल गया था। दोनों खुशी-खुशी अपने घर चले गए।

### मुनिया की छतरी

एक लड़की थी। उसका नाम मुनिया था। उसके पास एक लाल रंग की छतरी थी। मुनिया उसे हर समय अपने पास रखती थी। एक दिन जब मुनिया सो रही थी, छतरी घर से निकल पड़ी। “आज ज़रा अकेले ही घूमा जाए”, छतरी ने सोचा। अभी वह थोड़ी ही दूर गई थी कि खूब तेज़ बारिश शुरू हो गई। छतरी खुल गई और चलती रही। सामने एक तालाब था। उसने देखा, एक मेंढक पानी में भीग रहा है। “अरे! अरे! तुम बारिश में कैसे भीग रहे हो? आ जाओ, मेरे नीचे आ जाओ”, कहते हुए छतरी मेंढक के पास पहुँची। मेंढक ने फुदक कर पानी में छलाँग लगाई। “अरे भाई! मुझे बारिश में भीगना बहुत अच्छा लगता है। तभी तो बारिश शुरू होते ही मैं टर्-टर् गाने लगता हूँ”, मेंढक ने जवाब दिया। छतरी फिर आगे बढ़ी। थोड़ी दूर जाने के बाद देखा, एक मोर पानी में भीग रहा है। वह जल्दी से उसके पास पहुँची और बोली, “अरे! तुम बारिश में कैसे भीग रहे हो? आ जाओ, मेरे नीचे आ जाओ।” मोर ने कहा, “अरे भाई! मुझे बारिश में भीगना बहुत अच्छा लगता है। तभी तो काले बादलों को देखकर मैं नाचना शुरू कर देता हूँ।” छतरी फिर आगे बढ़ी। रास्ते में कुछ बच्चे पानी में भीगते हुए खेल रहे थे। वह उनके पास पहुँची। “अरे! अरे! बच्चो, तुम बारिश में कैसे भीग रहे हो? तुम्हें जुकाम हो जाएगा। तुम्हारी तबीयत खराब हो जाएगी। चलो आ जाओ, मेरे नीचे आ जाओ”, छतरी ने उनके पास जाकर कहा। बच्चों ने एक साथ जवाब दिया, “अरे भाई! हमें बारिश में खेलना बहुत अच्छा लगता है। तभी तो हम बारिश में खेल रहे हैं।” छतरी फिर आगे बढ़ी। कुछ दूर जाने पर देखा, एक बूढ़ी माँ पेड़ के नीचे बैठी हैं और बारिश से बचने की कोशिश कर रही हैं। छतरी उनके पास पहुँची और बोली, “बूढ़ी माँ, आप मेरे नीचे आ जाएँ।” बूढ़ी माँ छतरी को देखते ही खुश हो गई और छतरी के नीचे आ गई। छतरी भी खुश हो गई कि वह किसी की मदद कर पाई।

## गाजर

एक बूढ़ी अम्मा थी। वह अकेले ही अपनी झोपड़ी में रहती थी। एक दिन वह बाजार गई और वहाँ से कुछ गाजर के पौधे ले आई। उसकी झोपड़ी के सामने थोड़ी-सी जमीन थी। उसने सोचा, चलो इस जमीन में गाजर बो देते हैं। लेकिन बोने से पहले मिट्टी की गुड़ाई करनी थी। वह गुड़ाई करने लगी, लेकिन बहुत जल्दी ही थक गई।

“अब क्या करूँ!” सोचते हुए बूढ़ी अम्मा वहीं उदास होकर बैठ गई। उधर से एक कुत्ता जा रहा था। उसने बूढ़ी अम्मा को उदास बैठे देखा तो उसके करीब आया। “क्या बात है बूढ़ी अम्मा? इतनी उदास क्यों हो?” कुत्ते ने पूछा। “क्या करूँ बेटा, कुछ गाजर के पौधे लगाने थे, लेकिन मुझसे मिट्टी की गुड़ाई ही नहीं हो रही है”, बूढ़ी अम्मा ने उदास मन से कहा। “अरे! इतनी सी बात है। मैं अभी आपकी जमीन की गुड़ाई कर देता हूँ”, कुत्ते ने कहा और जमीन को खोदने लगा।

जब पूरी जमीन की मिट्टी ठीक हो गई तो बूढ़ी अम्मा उसमें गाजर के पौधे लगाने लगी। लेकिन दो-चार पौधे लगाकर ही वह थक गई और फिर उदास होकर बैठ गई। उधर से एक बंदर जा रहा था। उसने बूढ़ी अम्मा से पूछा, “क्या बात है बूढ़ी अम्मा, इतनी उदास क्यों हो?”

बूढ़ी अम्मा ने कहा, “क्या करूँ बेटा, कुछ गाजर के पौधे लगाने थे लेकिन मैं लगा ही नहीं पा रही हूँ।” “अरे! बस इतनी-सी बात है। मैं अभी पौधे लगा देता हूँ”, कहते हुए बंदर ने झट से सारे पौधे मिट्टी में लगा दिए। अब पानी देने की बारी आई। बूढ़ी अम्मा ने जैसे ही बाल्टी उठाई, वह वहीं बैठ गई। “अरे बाप रे, इतनी भारी बाल्टी तो मैं उठा ही नहीं सकती। अब क्या करूँ?” बूढ़ी अम्मा उदास हो गई। उधर से एक बिल्ली जा रही थी। उसने बूढ़ी अम्मा को उदास बैठे देखा तो उसके पास आई, “क्या बात है बूढ़ी अम्मा, इतनी उदास क्यों हो?” बिल्ली ने बूढ़ी अम्मा से पूछा।

“मैंने कुछ गाजर बोई हैं, लेकिन उनमें मैं पानी ही नहीं दे पा रही हूँ”, बूढ़ी अम्मा ने उदास मन से कहा। “अरे! बस इतनी-सी बात है। मैं अभी पानी डाल देती हूँ”, कहते हुए बिल्ली ने झट से सारे पौधों में पानी डाल दिया। कुछ दिनों बाद पौधों में गाजर निकल आई और धीरे-धीरे वे बड़ी हो गईं।

एक दिन बूढ़ी अम्मा ने सोचा, “चलो गाजर से हलवा बनाया जाए” और वह गाजर उखाड़ने लगी। लेकिन यह क्या! वह तो मिट्टी से निकल ही नहीं रही थी। बूढ़ी अम्मा सोच रही थी कि, “अब क्या करें?” इतने में उधर से एक खरगोश निकला। बूढ़ी अम्मा को उदास देखकर उसने पूछा, “क्या बात है बूढ़ी अम्मा, इतनी उदास क्यों हो?”

“क्या करूँ बेटा, मैं गाजर का हलवा बनाना चाह रही थी। लेकिन यह गाजर मुझसे निकल ही नहीं रही है।” बूढ़ी अम्मा ने कहा।

“बस इतनी-सी बात है। मैं अभी गाजर निकाल देता हूँ”, कहते हुए खरगोश ने झट से सारी गाजरें उखाड़ दीं। बूढ़ी अम्मा खुश हो गई। उसने गाजरें धोई, छीलें, काटीं और आग पर चढ़ाकर गरमा गरम हलवा बनाया। बनाने के बाद बूढ़ी अम्मा ने पाँच कटोरियों में हलवा निकाला। खरगोश पाँच कटोरियों में हलवा देखकर हैरान हो गया। उसने बूढ़ी अम्मा से पूछा, “पाँच कटोरियों में हलवा क्यों निकाल रही हो, बूढ़ी अम्मा?”

“बेटा, इस गाजर को उगाने में मुझे कुछ और लोगों ने भी मदद की है। उन्हें खिलाए बिना मैं अकेले कैसे हलवा खा सकती हूँ। तुम यहीं बैठो, मैं अभी आती हूँ”, कहती हुई बूढ़ी अम्मा चली गई। थोड़ी देर बाद जब वह लौटी तो उसके साथ कुत्ता, बंदर, बिल्ली थे। उन सबने मिलकर गाजर का हलवा खाया।

## चिंपू बंदर

एक बार चिंपू बंदर अपने पिताजी के साथ अपने चाचा के घर जा रहा था। चाचा का घर बहुत दूर था। वह चलते-चलते बहुत थक गया।

“पिताजी, अब मुझसे नहीं चला जाता। मुझे गोदी ले लो”, चिंपू बंदर ने अपने पिताजी से कहा। “अरे बेटा, तुम इतने बड़े हो गए हो। तुम्हें मैं गोदी में कैसे उठा सकता हूँ? चलो इस पेड़ के नीचे बैठ जाते हैं। अगर कोई सवारी आ जाएगी तो उसी पर बैठ जाएँगे।” कहते हुए बंदर पिताजी एक पेड़ के नीचे बैठ गए। थोड़ी देर बाद पिताजी ने देखा कि एक बैलगाड़ी आ रही है। उसने चिंपू बंदर से कहा, “चलो बेटा, इस बैलगाड़ी पर बैठ जाओ।” चिंपू ने बैलगाड़ी को देखकर मुँह सिकोड़ा और बोला, “यह तो चर-मर करती है, यह तो धीरे-धीरे चलती है, मैं इस पर नहीं बैठूँगा।”

बैलगाड़ी आगे निकल गई। थोड़ी देर बाद उधर से एक घोड़ागाड़ी निकली। पिताजी ने चिंपू बंदर से कहा, “चलो बेटा, इस घोड़ागाड़ी पर बैठ जाओ।”

चिंपू ने मुँह सिकोड़ा और बोला, “यह तो टप-टप करता है, यह तो हिन-हिन करता है, मैं इस पर नहीं बैठूँगा।” बंदर पिताजी ने गुस्से में कहा, “तुम्हें कोई सवारी पसंद ही नहीं है तो जाओगे कैसे?” इतने में उसने देखा एक बस तेजी से चली आ रही है। “चलो चिंपू, इस बार इस बस पर फटाफट बैठ जाओ। बहुत देर हो गई है!” कहते हुए पिताजी ने चिंपू का हाथ पकड़ा।

चिंपू ने मुँह सिकोड़ा और बोला, “यह तो घर-घर करती है, यह तो पौ-पौ करती है, मैं इस पर नहीं बैठूँगा।” बंदर पिताजी परेशान हो गए। “अगर तुम्हें किसी भी सवारी पर नहीं बैठना है तो पैदल चलो।” “नहीं पिताजी, मेरे पैरों में दर्द है। मैं पैदल नहीं चल सकता।” चिंपू ने ज़िद की। थोड़ी देर बाद पिताजी ने देखा एक रेलगाड़ी आ रही है। उसने चिंपू से कहा, “अब तैयार हो जाओ, इस रेलगाड़ी पर बैठकर चलना है।” चिंपू ने रेलगाड़ी को देखा और मुँह सिकोड़ कर बोला, “यह तो सीटी बजाती है, यह तो छुक-छुक करती है, मैं इस पर नहीं बैठूँगा।”

“ठीक है तुम्हें किसी भी सवारी पर नहीं बैठना है तो चलो घर वापस चलो”, पिताजी परेशान होकर उठ खड़े हुए। इतने में आसमान में घर् की आवाज़ आई। चिंपू ने ऊपर देखा एक हेलीकॉप्टर आ रहा है। “पिताजी, पिताजी, मैं इस हेलीकॉप्टर में बैठूँगा”, चिंपू उछल पड़ा। “अब मैं किसी सवारी को नहीं रोकूँगा। तुम्हें बैठना है तो तुम्हीं रुकवाओ”, पिताजी ने गुस्से में कहा। चिंपू बंदर उछलकर एक पेड़ पर चढ़ गया और हाथ हिलाकर हेलीकॉप्टर को रुकने का इशारा करने लगा। हेलीकॉप्टर नीचे आ गया। चिंपू बंदर अपने पिताजी के साथ खुश होकर हेलीकॉप्टर में बैठ गया और चाचा के गाँव चल दिया।

## पहेलियाँ

पहेलियाँ बूझना बच्चों को बहुत अच्छा लगता है। इससे बच्चों को सोचने का मौका मिलता है, एकाग्रता बढ़ाने में मदद मिलती है, समस्या को सुलझाने की क्षमता का विकास होता है।

- |   |                    |   |         |
|---|--------------------|---|---------|
| 1. कूहू-कूहू करती हूँ,<br>पेड़ों पर मैं रहती हूँ।<br>बोलो बच्चो, मैं हूँ कौन?                       | (कोयल)             | 6. ऊपर से हरा हूँ और अंदर से मैं लाल<br>गर्मी में मुझको खाकर बुझ जाती है प्यास।<br>बोलो बच्चो, मैं हूँ कौन? | (तरबूज) |
| 2. जब भी आते बादल काले,<br>कागज़ से तुम मुझे बनाते,<br>और पानी में मुझे चलाते।<br>बताओ मैं हूँ कौन? | (नाव)              | 7. सभी फलों का राजा हूँ,<br>पीला, मीठा और रसीला हूँ।<br>बताओ, मैं हूँ कौन?                                  | (आम)    |
| 3. गुटर गूँ गुटर गूँ करता हूँ,<br>शांति का संदेश देता हूँ।<br>बोलो बच्चो, मैं हूँ कौन?              | (कबूतर)            | 8. रात को मैं आकाश में आता हूँ,<br>सबको रोशनी देता हूँ।   | (चाँद)  |
| 4. छीलकर तुम मुझे खालो<br>छिलका कूड़ेदान में डालो।<br>बताओ, मैं हूँ कौन?                            | (केला या<br>संतरा) |   |         |
| 5. जब भी मुझे पसीना आता,<br>वह ठंडी-ठंडी हवा देता,<br>सोचो-सोचो मैं हूँ कौन?                        | (पंखा)             |   |         |

## **THEME BASED LEARNING PLAN ON 'TRANSPORT'**

### **Age Group: 3–4 years**

- **Motor development:** To enhance the development of large and fine motor skills in children through free play and structured activities related to 'transport'.
- **Language development:** To enhance the development of listening, comprehension, verbal expression, vocabulary related to 'transport'.
- **Cognitive development:** To enhance the development of pre-number concepts, colour concepts and concepts of shapes related to 'transport'.
- **Creativity:** To enhance the development of creative thinking and expression in children.

### **Age Group: 4–6 years**

- **Motor development:** To enhance the development of large and fine motor skills in children through free play and structured activities related to 'transport'.
- **Language development:** To enhance the development of listening, comprehension, verbal expression, vocabulary and reading readiness skills through activities related to 'transport'.
- **Cognitive development:** To enhance the development of number concepts, colour concepts and concepts of shapes related to 'transport'.
- **Creativity:** To enhance the development of creative thinking and expression in children.

#### **Note:**

A detailed weekly learning plan in tabular form is given in the following pages. Activities have been selected from the suggestive activities given in the Part II of this trainers' handbook to develop a weekly or daily plan. Activities can be adopted or modified as per the need and contexts.

## Sample Plan for the Project ‘Transport’

(Age group 3–4 years )

Activities	First day	Second day	Third day	Fourth day	Fifth day
Rhyme/ Action Song	‘सड़क बनी है लम्बी चौड़ी’ (Annexure III)	‘सड़क बनी है लम्बी चौड़ी’ (Annexure III)	‘चंदा के गाँव में’ (Annexure III)	This is the way we pump a tyre (Annexure III)	‘नाव चली, नाव चली’ (Annexure III)
Conversation	Conversation related to modes of transport. The teacher/caregiver can start by asking the children how they came to Balvatika today, how their parents go for work, how they visit their grandparents house, etc. The children can thus be introduced to the common modes of transport.	Conversation related to the uses of transport	Discussion on transport (fast and slow transport); air, water, road transport (C-7.1 Activity 4)	Use of animals for transport-ation	Recapitulation of the previous days’ conversation
Language Activity	Activities for visual discrimination-matching pictures of transport (Match picture of car to car; auto to auto)	Identification of transport through sounds they make (C-2.3, Activity 1)	Activities for visual discrimination-‘Odd One Out’ example (car, bus, auto, bicycle) which one different?	Riddles on transport	Handling of picture books related to transport

**Note:** For activities, refer part II of this trainers’ handbook



Outdoor Game	Organised game: 'Mama Ji' (C-7.1 Activity 4)	Organised game: running to the modes of transport displayed	Organised game: Description and guessing game related to transport	Organised game: 'Mama Ji' (C-7.1 Activity 4)	Free outdoor play-Organised game: 'Come, come, come; come, children, come; Bus we will now become. (children drive the bus- <b>role play</b>
Story	Story on Transport (See Annexure III- <b>परिचलन</b> )	Any story of children's choice	Facilitating children in creating story on 'transport'	Any story of children's choice	Puppet show related to transport for developing good habits like following traffic norms.
Cognitive Activity	Pre-number concepts: Big-Small, Long-Short activities with picture cards of transport (CG-8)	Colour concept - matching of different colours in the pictures of transport (CG-2)	Pre-number concepts like More-less, far-near, activity with toys/models of transport/ cards (CG-8)	Memory- Immediate recalling of 3 to 4 transport names	Colour concept- matching of different colours in the pictures of transport (CG-2)
Creative Activity	Tearing and pasting pieces of coloured paper within the outlines of various transports drawn on the paper (CG-12)	Drawing and colouring things related to transport (CG-12)	Creative drama: Children can act out various scenes, e.g., travelling in a bus, riding a camel, etc.	Clay work (CG-12 Activity 4)	Vegetable printing within the outlines of any transport

**(Age group 4–6 years )**

Activities	First day	Second day	Third day	Fourth day	Fifth day
Rhyme/ Action Song	‘सड़क बनी है लम्बी चौड़ी’ (See Annexure III)	This is the way we pump a tyre (See Annexure III)	‘Red light, Red light’ what do you say? I say stop, stop, stop Repetition of all three rhymes	‘सड़क बनी है लम्बी चौड़ी’ (See Annexure III)	‘Red light, Red light’ what do you say? I say stop, stop, stop Repetition of all three rhymes
Conversation	Conversation related to modes of transport, use of animals for transportation and uses of transport	Conversation related to classification of the means of transport into road, water and air transport	Children talk about vehicles and their parts, e.g. wheels, steering, seats, etc.	Conversation related to traffic lights and signals, traffic rules, road safety, etc. (C-1.5; C-13.2)	Recapitulation of the previous days’ conversation
Language Activity	Three to four line riddles related to transport	Activity of classification: Placing pictures of transport in appropriate places on a chart (air/water/land)	Matching pictures of things related to transport that go together, e.g. bullock and cart, train and track, etc.	Activity for classification: ‘चिड़िया उड़’, ‘बस उड़’	Discrimination of beginning sounds with words related to transport example ‘Bus’, ‘ba’ (C-2.3)
Outdoor Game	Activities related to road safety (C-1.5)	Organised game: ‘Categories’ (C-13.2)	Organised game: Description and guessing game (C-1.80)	Organised game: ‘Red light, Green light’ (C-1.5)	Organised game: ‘Categories’ (C-13.2)

**Note:** For activities, refer part II of this trainers’ handbook

Story Annexure III	Any Story related to transport	Any Story related to transport	Any Story from annexure III or of children's choice	Any Story related to transport	Facilitate children in story making by giving picture cards
Cognitive Activity	Number concept: Concept of relative values of numbers up to 5 with the help of matching objects (C-8.12 Number Rhymes)	Colour concept: Identifying and naming colours like red, blue, yellow, orange, etc. (C-2.1 Activity 1)	Concept of shape: Identification of shapes- circle, square, triangle through various parts of vehicles (C-2.1 Activity 2)	Concept of time and speed, with picture cards related to transport C-8.4	Number concept: Concept of relative value of numbers up to 5, with the help of picture/toys/ models of transport (C-8.3; C-8.5; C-8.6)
Creative Activity	Drawing and colouring of various modes of transport (CG-12 Activity 1, 2)	Clay work (CG-12 Activity 4)	Creative drama: Acting out a scene related to transport, e.g. railway station	Paper folding: Making an aeroplane and boat (CG-12 Activity 3)	Ask open-ended question like: <ul style="list-style-type: none"> <li>• What will happen if there is no transport?</li> <li>• What will happen if the wheels of the vehicles are square, etc.</li> </ul>

**Note:** For activities refer part II of this trainers' handbook

## A SAMPLE OF A DAY'S SCHEDULE IN *BALVATIKA*

A sample of a day's schedule in *Balvatika* (on the topic 'means of transport') will help in understanding how the *Balvatika* programme is transacted. Each play activity is planned for



15–20 minutes, keeping into consideration the attention span of the child. There is a balance between child initiated and teacher guided activities to provide opportunities to children for autonomy, decision making and pursuing an activity of their choice. A balance between group and individual activities is also made to help children learn collaboration, working in groups, sharing, waiting for their turn. The schedule also highlights the importance of health, hygiene, and nutrition for young children. Careful observations

while children are engaged in tasks need to be done in different areas of early learning so that appropriate interventions are made at the right time, as each child's needs, interests and learning style is different.

Duration	Details
30 Minutes	Welcome, warming up activities, cleanliness checkup (Teacher directed large group activity)
30 Minutes	Free play in activity areas (child-initiated small group activity): Children can choose the activity area for play. These activity areas, for example, could be dolls area, reading area, block building area, language and literacy area. In case there is less space in <i>Balvatika</i> , the teacher may provide one/two activity areas on rotation basis so that children enjoy exploring the play in small groups.
15 Minutes	Circle Time (Teacher initiated large group activity): Free conversation, where children will be seated in a semicircle and children share their experiences like what did they do, where did they go, which festival did they celebrate recently.
15 Minutes	Guided conversation (Teacher initiated activity in large group): The teacher and children sing a rhyme on transport. The teacher then encourages children to talk about what vehicles they have seen while coming to school; how they have come to school; how their parents go to work. She then shows few toy vehicles or pictures of vehicles and talks about it. She draws children's attention towards display board and reads the names written under each vehicle by putting her finger beneath the words.

<b>30 Minutes</b>	Numeracy Activity (Teacher initiated and child initiated): Children sit in semi-circle and the teacher keeps the pictures of various vehicles in a horizontal row. Children sort the pictures as per the given criteria like-land transport, air transport or water transport. The criteria could also be sorting according to the number of wheels or motorised or manual vehicles. This activity will help children to learn how to sort/classify as per the categories.
<b>30 Minutes</b>	Writing Readiness/Early literacy/Art Activities (Child initiated activity): Children are asked to draw and colour the vehicle of their choice and describe their drawing. The teacher writes what children tell her.
<b>10 Minutes</b>	Hand washing and snack time
<b>10 Minutes</b>	Hand washing after meal
<b>30 Minutes</b>	Outdoor Play: Teacher takes the children out of the classroom in outdoor play area. She gives them opportunity to run, jump, play in sand, swings, etc. This helps in physical motor development. She may also play some game with children with simple rules to help children learn to wait for their turn.
<b>30 Minutes</b>	Story Making (child initiated, teacher guided): Teacher makes sound of different vehicles and asks children to identify and tell the name of the vehicle. This provides opportunity for developing listening skill. The teacher then starts telling a story to children “Once I was travelling by train, there was a child in the train who was crying.” and asks children to guess why do they think the child was crying and builds the story further by repeating and continuing to add sentences spoken by children. She keeps giving clues and adds on to events to keep the interest of the children. The class then sings rhyme.
<b>10 Minutes</b>	Good bye circle (large group activity, teacher directed): Children and the teacher discuss what all they have done during the day; children reflect and talk about the activities they have enjoyed the most. They discuss the sequence of the story; Teacher asks the children to observe common means of transport while going home and share it next day. (This helps children in making connections to what they have learnt in school and this way the concepts can further be reinforced by parents at home).

**Note:**

- The timing for the activities is not rigid. Any activity can be shortened or extended depending on the interest of the children.
- The timings also include transition time from one activity to the other.

## **DEVELOPMENT OF FOUNDATIONAL LITERACY AND NUMERACY SKILLS**

Literacy is more than just the ability to read and write. It involves the skills and abilities needed to make meaning of what is being read or spoken, think critically and express oneself effectively. Knowing the use of language around helps them to make sense of the world and lead to early language development. It is the role of a teacher to create the classroom environment in such a way that provides children further exposure to different key competencies related to language learning and support their development in a structured and planned manner.

### **ORAL LANGUAGE DEVELOPMENT**

Children learn language by listening and speaking before they learn to read and write. In the classroom, it is important to expose children to the language through listening and speaking. Some ways to focus on the oral language development of children in early years are:

- Provide opportunities for children to talk
- Children think in their home language or mother tongue, and sometimes use words from their home language while thinking and expressing. It is important to use the child's home language or mother tongue as a bridge to teach the language of instruction.
- Use activities like conversations, discussions, sharing of experiences, feelings and ideas, asking and answering questions, using simple instructions, etc.
- Sing rhymes and songs, read aloud to the children, play games, engage children in drama or role-play and dialogue.
- Enhance children's vocabulary by teaching them new word and ways of expression.

### **EMERGENT READING DEVELOPMENT**

As children become ready to read, they must be familiarised with what print looks like, how print is connected to sounds, and how print has meaning.

### **Print Awareness and Bonding with Books**

As children get ready for formal instruction in literacy, they need to develop a basic understanding of the concepts associated with print to help them to start reading eventually. It is important to make sturdy and easy-to-handle books available to children. Some of the related concepts are as follows:

- Conventions of the print include familiarity with books. It is developed when children are given opportunities to flip pages of a book from front to back, the correct way of holding a book and pretending to read. This way they develop an understanding that print and pictures carry meaning, books are for reading and oral language can be written and then read.
- Concepts of books and print refer to the awareness of 'how books and print works'. It is developed when children are made aware that letters and words hold meaning, there is a difference between letter and words, print is what we read, illustrations correspond to the print, we read from top to the bottom, there are spaces between words and sentences, punctuation marks, logos and labels on everyday objects, identifying concepts like the book's title, author, illustrator, front page, back page, etc. These concepts can be reinforced by asking questions about books, such as: 'Where is the cover of this book?'; 'From where should I start reading this page?'; 'Where does this sentence start and finish?'
- Print awareness can only take place when the child's environment is print-rich, i.e., the child can see print around easily. This can be done by:
  - Labeling on various objects in the room such as 'door', 'window' and 'almirah'. Keep letter magnets, foam sponge letters and letter blocks available in the language area.
  - Using big books (storybooks with repeated phrases and big print).
  - Building a 'Word wall' by adding new words regularly.
  - Displaying theme-related labelled charts and posters at children's eye level.
  - Asking children to engage with a functional print like attendance charts, calendars, etc., and changing the displays often.

## Phonological Awareness

Phonological awareness is the recognition that language is made up of words, syllables, rhymes and sounds (phonemes). Phonemic awareness refers to a child's ability to manipulate, classify and listen to each speech sound or phoneme. This knowledge occurs initially in oral language; children need not know how to name letters or their corresponding sounds to demonstrate phonological awareness (refer to the box for the classroom activities on phonemic and phonological awareness).

**Sound-Symbol Association and Word Recognition:** The sound-symbol association helps children in decoding explicitly and supports the process of deciphering print. Children also learn to visually identify frequently used words without decoding them. This kind of reading is known as logographic reading where they learn to read words called 'sight words'. Sight words are used in common speech and the child has exposure to them even before learning to decode, e.g., the children will learn to decode a word like क-म-ल, but will be able to identify words like तीन, पाँच, मम्मी, बिस्कुट, simply by looking at them as they are present in children's immediate environment.

## Literary Awareness

It is important to expose children to good literature from an early age. Through books, stories and rhymes, children get glimpses of the world around them. Even the simplest picture book helps children to learn to comprehend in a variety of ways. Comprehension is the ability to understand and make meaning from spoken and written language. The meaning of a text does not lie only in its words, but also in the process of meaning-making.

## EMERGENT WRITING DEVELOPMENT

Writing begins when children scribble, draw and invent spellings to represent the physical and social world around them. This developmental aspect of children learning to write is emergent writing. Expressing oneself in written forms is an important milestone for children to become effective communicators. It is a common misconception that children begin to write only when they have learnt to write and spell accurately.

An emergent writer talks about their writing by making connections and communicating their experiences with others. The teacher can support children's emergent writing attempts in the following ways:

- Ask children about what they have scribbled, drawn or written.
- Model the process of writing for children by showing them what the teacher thinks.
- Encourage children to use appropriate tools such as crayons, chalks, pencils, thick markers, etc.
- Allow children to mix drawing with scribbling and talking.
- Suggest topics of their interest to write about.
- Over time, scribbles may resemble letter-like forms, and even have some 'invented' spellings, e.g., they may write 'KT' to represent the word 'cat', or 'BK' for 'book', or 'मैला' for 'मैला'. Encourage their writing attempts in all forms.
- Teachers need to understand that it might take years before children begin to write 'conventionally'.

## STRATEGIES TO SUPPORT DEVELOPMENT OF FOUNDATIONAL LANGUAGE AND LITERACY SKILLS

Some of the strategies to develop foundational literacy and numeracy are as follows

### Modelled Reading

Teachers use 'modelling' to demonstrate the strategies used by the skilled language learners for children to observe and learn. While reading aloud, the teacher models reading by moving their finger just under the words, moving from left to right and pausing at a comma, full stop, etc., and drawing children's attention to a question mark; teacher models how to use a book, how to read a sentence, how to write using different writing tools, etc.



## **Read Aloud**

'Read aloud' is a teaching strategy where teachers, parents or caregivers read books aloud to the children. This allows children to understand how the language sounds when it is read, along with voice modulation and expression. Reading aloud exposes children to quality literature, new ideas, vocabulary, language use and meaning-making. When we read aloud to children, we also pause to show them how we think as we read. Teachers or parents should use age-appropriate big books that are engaging in terms of characters, events and language, and have vivid illustrations.

## **Shared Reading**

In 'shared reading', both the teacher and the children read the text together. A big book is generally used for shared reading. The teacher reads the text while children join when they recognise a word from the illustrations, sight words or memory. Children start developing the concept of print through this activity.

## **Guided Reading**

In guided reading, the children read while the teacher supports them. Guided reading allows for reinforcement and practice of the strategies and techniques that the teacher may have modelled during read-aloud or shared reading.

## **Independent Reading**

Children can be encouraged to read pictures or illustrations from the story books. Providing children with picture books that show a sequence of actions or events will be useful. Single pictures with lots of interesting activities in them can also help children generate stories. Provide opportunities to children to read independently, help children develop the habit of silent reading for themselves. Children start reading for pleasure and start reflecting and experiencing the text.

## **Picture Reading**

Children can be encouraged to read pictures or illustrations from the story books. Providing children with picture books that show a sequence of actions or events will be useful. Single pictures with lots of interesting action in them can also help children generate stories.

## **Modelled Writing**

Modelled writing is the process of writing for children. The teacher asks the children what they have scribbled or drawn, and then writes it below or beside their writing. This helps in showcasing how one writes using different print conventions such as writing from left to right or using a full stop at the end of the sentence.

## Shared Writing

Children gain knowledge of and interest in writing as they are continually exposed to print in their environment, and activities related to writing such as making lists, marking attendance, etc. Children can decide what they would like to write and the teacher can write it on the board or a big poster. The shared writing activity can be used to write a story, make a list, describe an event or a festival, etc. The teacher can act as a scribe, prompting, questioning and drawing from children's inputs to create a meaningful text. The teacher can also draw children's attention to the punctuation marks like full stop, comma, question mark, etc., while writing. The purpose of such writing is to get children engage with the written word and to support them with writing beyond their current level.

## Independent Writing

Children create their texts from beginning to end, drawing upon skills and knowledge gained in other emergent literacy experiences. The teachers provide space, materials and writing inspiration or stimulus. The teacher can ask children about their drawings or writings, and add annotations if required. In these experiences, teachers can model and support children at different levels according to the needs of each child.

## FOUNDATIONAL NUMERACY DEVELOPMENT, ENVIRONMENTAL AWARENESS AND SCIENTIFIC THINKING

Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young person needs to be able to think and communicate quantitatively, make sense of data, have a spatial awareness, understand patterns and sequences, and recognise situations where mathematical reasoning can be applied to solve problems. Early Childhood Care and Education (ECCE) teacher or Balvatika teacher needs to develop a set of important thinking and reasoning skills among children. These skills include problem-solving, reasoning, communication, connections and representation. Before children start counting objects or develop an understanding of numbers, they need to be able to classify, order, set up one-to-one correspondence and know the number names. It is therefore essential that children should be provided a lot of activities involving matching, sorting, classifying, ordering, arranging in one-to-one correspondence, pattern making with concrete material, play cards, etc. Counting should be introduced by involving children in meaningful counting like counting the leftover name tags, counting how many children are present, counting through rhymes (one, two, buckle my shoe....) and stories, etc.

## **Numeracy rich Environment**

It is important to plan the daily routine and transaction plan for an early numeracy programme to make it vibrant, engaging and full of play and activities. An appropriately designed classroom arrangement will be essential for this, which should have a well-resourced mathematics and numeracy area having stackable equipments; variety of items for children to sort and match; objects of different shapes, sizes, colours, measuring tapes; pens; paper; rulers; calculators and magnetic numbers, etc.

## **Environmental Awareness and Scientific Thinking**

Children are born with natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical, social and natural environment. Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. Cognitive skills like matching, seriation or classification based on comparisons, help to refine the concepts and help children to form a sound foundation for higher-order cognitive skills. This promotes critical thinking, logical reasoning, memory and problem-solving, which are the basis of developing scientific temper and this later helps in learning Environmental Studies (EVS) as a subject. In Grades I and II, environmental concepts are integrated with the language and mathematics.

## CAPACITY BUILDING PROGRAMME

This handbook has made an attempt to develop an understanding of the *Balvatika* programme conceptualised in *NEP 2020* and *NCF-FS 2022*. This is considered as an important stage in new curricular and pedagogical structure for school education in developing skills and competencies of the 3–6 years age group children for preparing them for life. In view of taking this to the grassroots level, it is important to build the capacity of those who are working directly with children of the 3–6 years age group. In this regard conducting a capacity-building programme requires planning and teamwork. Since, we have gone through competency-based activities which can be adapted to different learning contexts, trainers are now expected to conduct a capacity-building programme for the teachers or any field-level functionaries. Given below is an exemplar of six days schedule for such programme.

It is exemplar in nature and can be contextualised as per the need. The emphasis in the given schedule is on hands-on experience, group discussion, role-play, and material development (low-cost/no-cost).

### Suggestive Programme Schedule

Day 1	Activities
10.00 a.m. – 11.00 a.m.	<ul style="list-style-type: none"> <li>• Conceptual understanding of ECCE</li> <li>• Introduction to <i>Balvatika</i></li> <li>• Significance of <i>Balvatika</i> (Refer Chapter 1)</li> </ul>
11.00 a.m. – 1.00 p.m.	<ul style="list-style-type: none"> <li>• Discussion about the Daily Routine of <i>Balvatika</i> (four hours programme)</li> <li>• Discussion on the details of the components in the daily schedule (Refer Chapter 4)</li> </ul>
2.00 p.m. – 3.00 p.m.	<ul style="list-style-type: none"> <li>• Understanding learners</li> <li>• How do children learn?</li> <li>• Developing positive learning habits (Refer Chapter 2)</li> </ul>
3.00 p.m. – 5.30 p.m.	Methods and Materials For <i>Balvatika</i> Programme (activities followed by discussion) (Refer Chapter 3)

<b>Day 2</b>	<b>Activities</b>
10.00 a.m. – 11.00 a.m.	Physical and Motor Development ( <i>Annamaya kosha</i> ) — Hands-on activities followed by a discussion to attain competencies related to Physical and Motor Development. (Refer CG-1, CG-2, CG-3)
11.00 a.m. – 1.00 p.m.	Material development (Hands-on activities)—Some examples of puppet-making and activities with songs have been given for reference in <i>Annexure II</i> and <i>III</i> .
2.00 p.m. – 3.00 p.m.	Socio-emotional and ethical development ( <i>Mannomaya Kosha</i> )—Hands-on activities followed by a discussion to attain competencies related to the domain. (Refer CG-4, CG-5, CG-6)
3.00 p.m. – 5.30 p.m.	Role of parents, teachers and community and ways to involve them—Role-play, group discussion and presentation by the participants. (Refer Chapter 5)
<b>Day 3</b>	<b>Activities</b>
10.00 a.m. – 11.00 a.m.	Cognitive Development ( <i>Vigyanmaya kosha</i> )—Hands-on activities followed by a discussion to attain competencies related to the domain. (Refer CG-2, CG-7, CG-8)
11.00 a.m. – 1.00 p.m.	Material Development for cognitive development (Hands-on activities)
2.00 p.m. – 4.00 p.m.	Language and literacy development— Demonstration of related activities with participants like games, rhymes, songs, poems, riddles, stories, and so on. (Refer CG-9, CG-10, CG-11 and <i>Annexure III</i> )
3.00 p.m. – 5.30 p.m.	Demonstration of activities for developing mathematical skills. (Refer CG-8)
<b>Day 4</b>	<b>Activities</b>
10.00 a.m. – 11.00 a.m.	Environmental awareness and scientific thinking related activities to promote experiential learning. (Refer CG-7)
11.00 a.m. – 1.00 p.m.	Creative and aesthetic development ( <i>Annandamaya Kosha</i> ) and development of positive learning habits—Hands-on experience (Refer CG-12 and CG-13)
2.00 p.m. – 3.00 p.m.	Tools and techniques for Assessment—Hands-on experience in recording and reporting observation.
3.00 p.m. – 4.30 p.m.	Planning of Weeks schedule for <i>Balvatika</i> —Group work. (Refer Chapter 3)

<b>Day 5</b>	<b>Activities</b>
9.00 a.m. – 1.00 p.m.	On-site, hands-on experience
2.00 p.m. – 3.30 p.m.	Reflection on their experiences
3.30 p.m. – 5.30 p.m.	Planning for the next day
<b>Day 6</b>	<b>Activities</b>
9.00 a.m. – 1.00 p.m.	On-site, hands-on experience
2.00 p.m. – 3.30 p.m.	Reflection on their experience
3.30 p.m. – 5.30 p.m.	Concluding session

**Note:**

This may be modified and improved as per the need, context and available space at the local level.

**OBSERVATION SCHEDULE FOR *BALVATIKA*  
(SUGGESTIVE)**

A follow-up of the training programme is important to know whether the participants are integrating what they have learnt. It is also important to get useful feedback about the training in an organised manner which will help in further modifying the modalities of the training, for which the trainers need to visit the workplace of teachers. The trainers may use the given observation schedule to record their observations.

Name of the *Balvatika*: .....

Address of the *Balvatika*: .....

Date: .....

Name of the Class: *Balvatika* I  / *Balvatika* II  / *Balvatika* III

**Learning Site**

Indoor Space: Adequate  / Not Adequate

Seating Arrangement: Flexible  / Formal

Outdoor Play Area: Sufficient  / Not Sufficient

Swings: Available  / Not Available

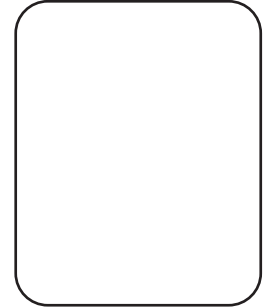
Display: At eye-level  Relevant to the theme  Display of children's work

S. No.	Title of the activity	Duration of the activity	Seating arrangement (large group/small group/individual)	Free or guided activity	Material used (no cost/low cost/ developed/ purchased/ indigenous/ local)	Competencies to be developed	Remarks
1.							
2.							
3.							

On-site support provided by the trainer (if any): \_\_\_\_\_  
\_\_\_\_\_

**HOLISTIC PROGRESS CARD (EXEMPLAR)**

**Class: *Balvatika 1***



**Personal Details of the Child**

- Name: .....
- Mother's Name: .....
- Father's Name: .....
- Address: .....
- Date of Birth: .....

**Height and Weight Measurement**

- Weight: ..... • Height: .....

**Personal hygiene of the child (up to the Mark/Good/Clean/Needs Improvement)**

Clothes: ..... Ears: ..... Eyes: .....

Nails: ..... Nose: ..... Teeth: .....

Hair: .....

Regularity: ..... Punctuality: .....



## Journey from *Annamaya kosha* to *Anandamaya kosha*

S. No.	Competencies Developed	Efficiency Term I				Efficiency Term II			
		Beginner	Progressing	Proficient	Advanced	Beginner	Progressing	Proficient	Advanced
1.	Shows a liking for food								
2.	Doesn't waste food								
3.	Practices basic hygiene								
4.	Awareness of safety in movements, walking, running, cycling, etc.								
5.	Differentiates shapes or colours								
6.	Matches visual symbols with same patterns								
7.	Differentiates sounds								
8.	Identifies good and bad smell								
9.	Differentiates by touching: hard-soft, rough-smooth, etc.								
10.	Begins to catch, throw, kick with basic body control								
11.	Stands and balances on one foot for short time								
12.	Shows fine muscle coordination, and eye-hand coordination								
13.	Walks backwards, tip toe walking, walks carrying light weights								
14.	Expresses feelings and recognises simple emotions								
15.	Interacts well with other children and familiar adults								
16.	Begins to play with other children								

**Note:**

This exemplar holistic progress card is based on the competencies given in *NCF-FS 2022*.

17.	Follows simple classroom instructions								
18.	Winds up activities appropriately								
19.	Identifies missing parts								
20.	Connects objects and can substitute								
21.	Understands basic cause-effect relationships: ice melts in sun, salt dissolves in water								
22.	Can use appropriate tools for art activities								
23.	Can sort objects based on two categories: size and shape, length and colour								
24.	Connects objects and their uses								
25.	Recognises simple patterns in the surroundings								
26.	Says numbers till 10 in correct sequence								
27.	Arranges objects in an order: shapes, size or story cards (up to 3)								
28.	Compares two objects								
29.	Can group and ungroup things (up to 3)								
30.	Matches objects based on shape, size or colour (only one attribute at a time)								
31.	Names shapes, solves inset puzzles of shapes								
32.	Listens and repeats rhymes/poems								
33.	Listens and follows simple verbal instructions								
34.	Has 5–7 minutes attention span for listening to stories								
35.	Has vocabulary for simple familiar things								

36.	Pretends to read books, differentiates pictures and text in a book								
37.	Uses writing material to scribble such as crayons, chalks								
38.	Uses variety of body movements to effectively sing rhymes/songs								
39.	Responds to art work verbally/non-verbally								
40.	Can focus on self-initiated activity, sustains interest in two or three tasks								
41.	Practices remembering, recalling								
42.	Can make transition from one activity to the next								
43.	Enjoys outdoor activities								
44.	Observes and imitates adult behaviour for classroom norms								
45.	Ability to shift attention to other tasks								

- Intimation/Suggestions/Advice to the guardian (by the teacher)

<b>S. No.</b>	<b>Areas that need attention</b>	<b>Suggestions by the teacher</b>

Signature of the Teacher: ..... Date: .....

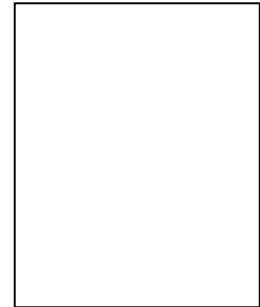
Signature of the Guardian: ..... Date: .....

## **HOLISTIC PROGRESS CARD (EXEMPLAR)**

**Class: *Balvatika 2***

### **Personal Details of the Child**

- Name: .....
- Mother's Name: .....
- Father's Name: .....
- Address: .....
- Date of Birth: .....



### **Height and Weight Measurement**

- Weight: ..... • Height: .....

### **Personal hygiene of the child (up to the Mark/Good/Clean/Needs Improvement)**

Clothes: ..... Ears: ..... Eyes: .....

Nails: ..... Nose: ..... Teeth: .....

Hair: .....

Regularity: ..... Punctuality: .....

## Journey from *Annamaya kosha* to *Anandamaya kosha*

S. No.	Competencies Developed	Efficiency Term I				Efficiency Term II			
		Beginner	Progressing	Proficient	Advanced	Beginner	Progressing	Proficient	Advanced
1.	Identifies healthy, unhealthy foods, eats a variety of nutritious foods								
2.	Dresses independently								
3.	Keeps school/classroom neat, uses dustbins, keeps personal belongings safe								
4.	Careful use of harmful material such as, scissors, knife, matchsticks								
5.	Is careful with strangers, communicates discomfort to parents/teachers								
6.	Differentiates various shades of colours								
7.	Groups objects based on dimension; length, breadth, height								
8.	Distinguishes high and low pitches in sounds								
9.	Distinguishes slow and fast beats in sounds								
10.	Differentiates fragrances of flowers, fruits								
11.	Compares two objects based on soft-hard, hot-cold, rough-smooth								
12.	Catches, throws, kicks the ball with good force								
13.	Balances body on various surfaces								
14.	Motor control better for fine motor, eye hand coordination activities								

15.	Walks, crawls, climbs up and down the stairs, jumps on two feet, moves small furniture								
16.	Identifies self as a member of a family, class, neighbourhood								
17.	Expresses emotions through verbal/non-verbal modes								
18.	Assists teacher in organising class/classroom activities								
19.	Identifies and describes common animals, birds, etc.								
20.	Identifies 3–5 missing parts of a picture of familiar object								
21.	Applies known information in a new context								
22.	Sorts objects into three groups (size, height, weight, etc.)								
23.	Recognises repeating patterns								
24.	Says numbers in correct sequence up to 20.								
25.	Recognises quantity up to 5.								
26.	Counts up to 10, also counts up to 20								
27.	Arranges in order based on size up to 3 levels								
28.	Combines 2 groups and counts them								
29.	Shares objects equally to two recipients								
30.	Classifies by two factors, colours and shapes								
31.	Matches shapes with different colours and sizes								
32.	Follows instructions with multiple steps								
33.	Can do length and weight comparisons for two objects								

34.	Identifies Indian coins								
35.	Names the basic shapes appropriately, e.g, circle, square and triangle								
36.	Uses art material with ease								
37.	Listens and sings along different songs with intonation and gestures								
38.	Initiates conversations with peers and teachers								
39.	Narrates daily experiences								
40.	Recalls characters and steps in a story and retells in own words								
41.	Combines 2-3 syllables to form simple words								
42.	Holds books, turns pages , follows left to right reading pattern, pretends to read								
43.	Reads simple two syllable words								
44.	Participates in shared reading along with teacher, reads picture big books								
45.	Uses writing or drawing tools with ease and fluency								
46.	Begins to write letters they recognise								
47.	Uses letters to form simple words								
48.	Draws and paints with more accuracy								
49.	Creates three dimensional forms with clay and dough								
50.	Produces variety of sounds using objects, voice and instruments								
51.	Shares ideas and methods in art activities, shares responses with peers								

52.	Focuses attention, stays with tasks that interest								
53.	Inhibits impulsive behaviour								
54.	Shows curiosity in the natural environment								
55.	Follows classroom norms with teacher cues								

- Intimation/Suggestions/Advice to the guardian (by the teacher)

<b>S. No.</b>	<b>Areas that need attention</b>	<b>Suggestions by the teacher</b>

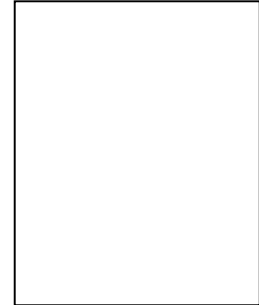
Signature of the Teacher: ..... Date: .....

Signature of the Guardian: ..... Date: .....



## HOLISTIC PROGRESS CARD (EXEMPLAR)

**Class: *Balvatika 3***



### Personal Details of the Child

- Name: .....
- Mother's Name: .....
- Father's Name: .....
- Address: .....
- Date of Birth: .....

### Height and Weight Measurement

- Weight: ..... • Height: .....

### Personal hygiene of the child (up to the Mark/Good/Clean/Needs Improvement)

Clothes: ..... Ears: ..... Eyes: .....

Nails: ..... Nose: ..... Teeth: .....

Hair: .....

Regularity: ..... Punctuality: .....

## Journey from *Annamaya kosha* to *Anandamaya kosha*

S. No.	Competencies Developed	Efficiency Term I				Efficiency Term II			
		Beginner	Progressing	Proficient	Advanced	Beginner	Progressing	Proficient	Advanced
1.	Recognises and explains foods from different food groups								
2.	Participates in preparing snacks								
3.	Eats variety of foods without wasting								
4.	Maintains personal belongings in good shape, uses dustbins, uses clean plates								
5.	Follows road safety rules independently								
6.	Identifies traffic signals								
7.	Seeks help in injury and in unsafe situations								
8.	Attempts to predict the resulting colour when two colours are mixed								
9.	Groups objects based on the combinations of characteristics								
10.	Recalls and matches visual symbols using picture cards								
11.	Recognises smells that indicate danger, e.g., smoke								
12.	Seriates 3–5 objects based on characteristics soft to hardest – 5 levels								
13.	Catches, kicks and throws different sized balls								
14.	Hops 10–15 steps								
15.	Shows good body balance; balances things on head and in hand, rides bicycle well								

16.	Coordinates fine muscle movements, drawing, cutting, threading, pasting, etc.								
17.	Jumps from 3 feet								
18.	Can share personal identification information, home address, details of family members								
19.	Describes feelings, shares emotions with others								
20.	Begins to interact with unfamiliar adults								
21.	Plays with peers without the company of adults								
22.	Makes and maintains friendship with one child								
23.	Initiates and plans play activities with other children								
24.	Shows independence and responsibility in completing tasks								
25.	Follows simple rules of school								
26.	Performs appropriate chores at home and school								
27.	Identifies 4–6 missing parts in a picture								
28.	Recognises hierarchical relationships in categories; animals and their younger ones								
29.	Connects objects and their uses								
30.	Shows understanding of cause and effect relationship								
31.	Uses appropriate tools for art work								
32.	Engages with digital technology: cell phones and tablets (shows curiosity)								
33.	Sorts and creates new patterns based on different features: colours, shapes, sizes								

34.	Says number names up to 50, counts up to 20 accurately								
35.	Counts objects in any order accurately								
36.	Understands the concept of 0 as a number								
37.	Understands face value and positional value of numbers								
38.	Arranges up to 5 objects in terms of size, length, weight in increasing and decreasing order								
39.	Recognises Indian numerals up to 9								
40.	Combines two groups up to 9 and recounts								
41.	Shares objects equally among 4–5 children								
42.	Matches and classifies the objects (2 to 3 criteria)								
43.	Uses positional words: inside, below, above								
44.	Draws 2D shapes with some accuracy								
45.	Compares objects based on their length, weight, and volume								
46.	Knows the names of days, months and year								
47.	Identifies Indian currency notes								
48.	Recites 4–5 sentences rhyme and creates new rhyming words								
49.	Gives clear instructions to do short tasks to peers and adults								
50.	Identifies the plot and characters in a story, retells it in one’s own words and in sequence, able to give personalised ending too								
51.	Reads three to four syllable words accurately								
52.	Speaks about books, reads 3–4 words								

53.	Participates in guided reading along with teacher								
54.	Reads books and short poems aloud, talks to others about the books								
55.	Writes letters and forms simple words and sentences								
56.	Writes short words on being called out								
57.	In collaboration with peers, creates large scale work								
58.	Musically, distinguishes tempos, pitch, instrumental and vocal productions								
59.	Remembers several steps in the sequence of a task, guides an other child								
60.	Controls impulses								

- Intimation/Suggestions/Advice to the guardian (by the teacher)

<b>S. No.</b>	<b>Areas that Need Attention</b>	<b>Suggestions by the Teacher</b>

Signature of the Teacher: ..... Date: .....

Signature of the Guardian: ..... Date: .....

## REFERENCES

### Publications

- BERK, LAURA E. 1999. *Child Development*. Pearson College Division.
- HURLOCK, ELIZABETH B. 2017. *Child Development*. McGraw Hill.
- KAUL VENITA. 2008. *Early Childhood Education Programme*. NCERT, New Delhi.
- MHRD. 1986. *National Policy on Education*. GoI. New Delhi.
- MORRISON, GEORGE. 2019. *Fundamentals of Early Childhood Education*. Pearson.
- MWCD. 2013. *National Early Childhood Care and Education Policy*. Government of India. New Delhi.
- NCERT. 1992. *Programme of Action*. GoI. Department of Education. New Delhi.
- . 2019A. *The Pre-school Curriculum*. New Delhi.
- . 2019B. *Guidelines for Pre-school Education*. New Delhi.
- . 2019C. *NISHTHA—Training package on School Leadership Development*. Government of India. New Delhi.
- . 2005. *National Curriculum Framework*. New Delhi.
- . 2005. *Little Steps—Readiness Activities for Reading, Writing and Number Readiness*. New Delhi.
- . 2006. *National Focus Group Report Position Paper on ECE (3.6)*. New Delhi.
- . 2009. *Gazette of India, GoI*. New Delhi.
- . 2010. *Khel Khel Mein*. New Delhi.
- . 2010. *‘The Right of Children to Free and Compulsory Education (RTE) Act, 2009*. Gazette of India, GoI. New Delhi.
- . 2021. *Vidya Pravesh*. New Delhi.
- . 2015. *Exemplar Guidelines for Implementation of National ECCE Curriculum Framework*. New Delhi.
- . 2022. *Handbook for Toy-Based Pedagogy*. New Delhi.

### WEB RESOURCES

- FLEMING N. *VARK: A Guide to Learning Styles*. <http://www.vark-learn.com>
- NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. Department of Elementary Education, 2014. Video film “KhulaAakash”. <https://www.youtube.com/watch?v=1XjDHOrCJyw>
- <https://www.yourarticlelibrary.com/difference/5-main-causes-of-individual-differences/6027>
- <https://www.naeyc.org/resources/position-statements/dap/principles>

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

**When you get an unsafe touch, you may feel bad, confused and helpless  
You need not feel "bad" because it's not your fault**



**POCSO e-box available at [NCPDR@gov.in](mailto:NCPDR@gov.in)**



**If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...**

*Call **1098**...because some numbers are good!  
They change lives!!!*



**CHILDLINE 1098** - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



*Ek Kadam Swachhhta ki or*



13257

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-493-6