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THEME BASED EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME – A Resource Book

# THEME BASED EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

*A Resource Book*





# PART 1

# Chapter I

## Understanding Developmental Characteristics of Young Children

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The developmental research has provided us with a picture of the normal development of children. Although each individual child develops at her own pace, yet all children pass through an identifiable sequence of developmental stages i.e., physical, cognitive and emotional growth and change. Within these stages, they often share characteristics common to many children of the same age. However, a child may reach these stages of development sooner or later than other children of the same age i.e. there are some children who are advanced in one area or domain such as language, but slow or behind in another such as motor development. The teachers and parents need to know these characteristics in order to meet their needs adequately and appropriately. In case concerns arise about a specific child development, the parents and care-givers should consult a doctor or child development professional. Early Child Development (ECD) is based on the proven fact that young children respond best when pre-school teachers, parents and other care-givers use specific techniques and provide appropriate activities and experiences to encourage and stimulate progress to the next level of development.

As you plan your ECCE Programme, you need to consider whether it is age and developmentally appropriate. You need to check your children's readiness for the ECCE Programme and see if it meets the early childhood education goals. These goals need to be based on children's strengths, weaknesses and interests. If any child is having any special needs, you will need to take these factors into consideration along with the child's developmental characteristics, her/his readiness and age-appropriate skills and abilities. When teachers notice early signs of difficulties, they need to bring these concerns to the notice of parents so that the needful can be done by contacting professionals.

As young children need developmentally appropriate experiences, knowledge of developmental characteristics of young children helps pre-school teachers to plan age and developmentally appropriate programmes that would improve children's capacity to develop and learn.

The table of Normal Developmental chart shows guidelines and milestones that apply to most children in the age group of 2-8 year old. It describes the pattern of development of motor, socio-emotional, cognitive and

language skills in young children. These developmental milestones are a set of functional skills or age-specific developmental tasks. The developmental milestones give us a general idea of the changes we can expect in the different domains. Although skills are acquired in a predictable pattern, it is important to remember that they are not achieved at the same time by all children.

While looking at the characteristics of young children, the preschool teacher can plan for age-developmentally appropriate activities and can make modifications for the individual differences, where ever required. The important thing to remember is that each child is unique. They cannot and should not be compared with one another. As said earlier, although there is a set pattern of growth, yet each child develops at her own pace and in her own style. That is why we find differences among the children in a class. The quality of the learning environment plays a significant role in the early years as it affects young children's feelings, behaviour and ability to accomplish tasks. The theme based ECCE programme's schedule, routines and transitions also help to create a comfortable atmosphere.

Only after going through the developmental milestones of your children design a template to write the preschool lesson plan. Ensure that all necessary developmental areas are covered in your programme. Understanding the developmental characteristics will help you to create theme based lesson plans smoothly and ensure that a developmentally appropriate plan has been made for your children. To make a theme based lesson plan, create some templates so that you can incorporate the daily schedule into the lesson plan.

A quality ECCE programme must plan and weave opportunities where children get the feeling of success and not failure. If the teacher does not plan and relate activities and experiences to developmental factors, children often get a feeling of failure or frustration. Teachers should provide lots of challenging materials, activities and experiences according to the developmental level of each child so that the children get a sense of achievement. If you provide very simple and easy activities to older group of children, it will not excite and challenge them as they will do it quickly and easily. On the other hand, if you provide difficult and complex material to much younger group of children, they will not be able to do it and get frustrated. *Every child has special interests and learning styles.* Therefore, the teacher needs to adopt innovative and different strategies to help all children succeed as learners.





## Normal Development Chart

Let's see how two to eight year olds develop as it will help planning the ECE programme in a better way.

	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
<b>Motor Skills :</b> <b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>Runs forward well.</li> <li>Walks on tiptoe.</li> <li>Walks upstairs (both feet on each step) (4-6 stairs)</li> <li>Throws ball overhead</li> <li>Kicks stationary ball.</li> <li>Pushes riding toy with feet.</li> <li>Claps with music</li> <li>Jumps in place, two feet together.</li> </ul>	<ul style="list-style-type: none"> <li>Runs around obstacles.</li> <li>Uses slide without assistance.</li> <li>Walks upstairs and down stairs leading with one foot.</li> <li>Balance on one foot for 5-10 seconds.</li> <li>Catches ball most of the time.</li> <li>Kicks ball forward</li> <li>Steers and pedals tricycle</li> </ul>	<ul style="list-style-type: none"> <li>Walks backward on toes and heels.</li> <li>Walks downstairs, alternating feet.</li> <li>Swings, climbs</li> <li>Throws ball with one hand to person 4-6 feet away.</li> <li>Catches small ball thrown from 3 feet.</li> <li>Jumps forward effortlessly.</li> <li>Gallops and hops on one foot to music.</li> <li>Bounces large ball</li> <li>Rides tricycle rapidly</li> </ul>	<ul style="list-style-type: none"> <li>Walks on balance plank forward, backward, sideways.</li> <li>Swings independently, can hit ball with bat, dribble and bounce the ball.</li> <li>Hops, jumps, runs effortlessly.</li> <li>Gallops more smoothly.</li> <li>Rides bicycle with training wheels.</li> </ul>	<ul style="list-style-type: none"> <li>Moves around with confidence and more purposefully in the environment.</li> <li>Stands on each foot alternatively (with eyes closed).</li> <li>Throws a small ball with one hand and catches it with both hands.</li> <li>Gallops still more smoothly</li> <li>Increases throwing speed.</li> <li>Engages in skipping.</li> </ul>	<ul style="list-style-type: none"> <li>Gross motor skills reach new levels of refinement.</li> <li>Improved body balance, body awareness and perceptuo-motor skills</li> <li>Grows in height about 6cm (2.5 inches) per year</li> </ul>

Fine Motor Skills	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
	<ul style="list-style-type: none"> <li>• Turns pages.</li> <li>• Builds tower of 3-4 blocks</li> <li>• Fills and dumps containers with sand.</li> <li>• Paints with a large brush, tear's paper.</li> <li>• Holds thick crayons with thumb and fingers.</li> <li>• Stacks objects.</li> <li>• Puts small objects in slots, strings large beads.</li> <li>• Uses one hand consistently in most activities.</li> <li>• Balances on a plank.</li> <li>• Takes off simple unfastened clothing.</li> <li>• Scribbles spontaneously.</li> <li>• Draws horizontal and vertical lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies circle, and cross.</li> <li>• Cuts across paper.</li> <li>• Builds tower of 8-9 blocks.</li> <li>• Enjoys clay i.e. roll balls, snakes, etc.</li> <li>• Completes 3 pieces puzzle.</li> <li>• Traces writing template.</li> <li>• Uses both hands together for simple activities such as opening on bottle lids, using hammering toy.</li> <li>• Buttons and unbuttons own clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies square shapes</li> <li>• Cuts on line.</li> <li>• Builds tower for 10 or more blocks.</li> <li>• Writes a few upper case letters. Can do finger plays.</li> <li>• Draws simple recognisable pictures, pastes and glues easily and at the appropriate place.</li> <li>• Colours within enclosed space.</li> <li>• Dresses self without supervision.</li> <li>• Folds and creases paper 3 times.</li> <li>• Uses Velcro straps, tries to tie their shoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies triangle.</li> <li>• Cuts out simple shapes.</li> <li>• Has handedness well established (i.e. child is right or left handed).</li> <li>• Has adult grasp of pencil.</li> <li>• Colours within lines neatly.</li> <li>• Writes letters.</li> <li>• Writes first name.</li> <li>• Writes numerals 1-10</li> <li>• Dresses self completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies diamond shapes.</li> <li>• Draws, paints and cuts (improved)</li> <li>• Likes to draw what she/he sees</li> <li>• Drawing becomes more detailed and representations.</li> <li>• Fills colour appropriately.</li> <li>• Writes their full name.</li> <li>• Writes numerals.</li> <li>• Uses scissors and writing tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Draws a diamond shape.</li> <li>• Shows well established eye-hand coordination</li> <li>• Expresses through painting and drawing.</li> <li>• Drawings show design and balance.</li> <li>• Uses scissors and writing tools more effectively.</li> <li>• Tie shoe laces easily.</li> </ul>





	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
<b>Socio-emotional Skills</b>	<ul style="list-style-type: none"> <li>• Separates from mother to go to preschool.</li> <li>• Watches other children, joins sometimes in their play.</li> <li>• Defends own possessions</li> <li>• Cannot share work space.</li> <li>• Enjoys floor plays.</li> <li>• Enjoys praise.</li> <li>• Helps adults put toys away.</li> <li>• Insists on doing things independently.</li> <li>• Uses spoon, spilling little.</li> <li>• Begins to understand cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates social interaction with another child.</li> <li>• Shares toys, materials.</li> <li>• Enjoys dress-up clothes, waits and takes turns.</li> <li>• Enjoys simple humour.</li> <li>• Begins dramatic play such as playing house, pretending to be animals.</li> <li>• Participates in small group, teacher directed activity for 10-15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets along well in small groups.</li> <li>• Plays simple table games.</li> <li>• Resolves problems with peers.</li> <li>• Distinguishes fantasy from reality</li> <li>• Talks about experiences / events and own feelings.</li> <li>• Brushes teeth with supervision.</li> <li>• Takes and keeps the material back at appropriate place.</li> </ul>	<ul style="list-style-type: none"> <li>• Very social and makes friends more easily.</li> <li>• Has poise and control.</li> <li>• Plays competitive games.</li> <li>• Engages in cooperative play with rules and roles assigned.</li> <li>• Provides alternative solutions in difficult situations.</li> <li>• Participates in independent work for 20 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies with others i.e. outside the family.</li> <li>• Learns to control their emotions.</li> <li>• Tells needs and wants instead of snatching or using force.</li> <li>• Understands and empathises with others (feels sad or happy, when someone close is sad or happy)</li> <li>• Play with rules, takes centre stage. Begins to enjoy computer games, board games.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop a sense of self or personal identity.</li> <li>• Becomes better negotiators and co-operates with others</li> <li>• Understands the rules and abides by them.</li> <li>• Likely to define oneself through internal characteristics such as, "I am smart and I am popular" or "I feel proud when teachers assigns me responsibility in school".</li> </ul>

	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
<b>Socio-emotional Skills</b>		<ul style="list-style-type: none"> <li>Washes hands unassisted.</li> <li>More independent</li> <li>Plays “Mummy” or “Papa”</li> </ul>	<ul style="list-style-type: none"> <li>Shows more independence</li> </ul>	<ul style="list-style-type: none"> <li>Brushes teeth unassisted, supports and assists other children.</li> </ul>	<ul style="list-style-type: none"> <li>Symbolic play takes the form of acting in plays.</li> </ul>	<ul style="list-style-type: none"> <li>Likes to play board games and computer games</li> <li>Enjoys responsibility and independence.</li> <li>Enjoys company of her/his friends</li> <li>Likely to think about what they can do or cannot do in comparison with others e.g. “I got more marks than Atul”; “I can run faster than others in class”</li> </ul>
<b>Cognitive Skills</b>	<ul style="list-style-type: none"> <li>Names pictured objects.</li> </ul>	<ul style="list-style-type: none"> <li>Arranges objects in order of size (upto 4 level).</li> </ul>	<ul style="list-style-type: none"> <li>Matches identify and names some basic colours.</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in clock and time like structured</li> </ul>	<ul style="list-style-type: none"> <li>Loves jig-saw puzzles of all sorts.</li> </ul>	<ul style="list-style-type: none"> <li>Solve increasingly complex problems.</li> </ul>





Cognitive Skills	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
	<ul style="list-style-type: none"> <li>• Short attention span, moving quickly from one activity to another.</li> <li>• Identifies big / small objects.</li> <li>• Touches and counts 1-3 objects.</li> <li>• Matches 3 colours.</li> <li>• Learning is mostly based on exploration.</li> <li>• Identifies own drawing.</li> <li>• Names objects that go together.</li> <li>• Finds difficulty in distinguishing between reality and fantasy.</li> <li>• Understands the concept of “one”.</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies objects / pictures in categories.</li> <li>• Touches and counts 4 or more objects.</li> <li>• Identifies and names 4 colours.</li> <li>• Works on puzzles (4-5 pieces).</li> <li>• Asks ‘why’ for information.</li> <li>• Repeats 3 numerals.</li> <li>• Continue to have difficulty between fantasy and reality.</li> </ul>	<ul style="list-style-type: none"> <li>• Has more extended attention span.</li> <li>• Draws, names and describes recognizable pictures.</li> <li>• Knows own age.</li> <li>• Recognises and names some letters and numerals.</li> <li>• Knows home address.</li> <li>• Can compare 3 pictures.</li> <li>• Can tell similarities and differences.</li> <li>• Can tell what material objects are made of.</li> <li>• Learns to distinguish between real and unreal.</li> </ul>	<ul style="list-style-type: none"> <li>• activities and attention span widened.</li> <li>• Names all numerals (1-10) and most alphabet letters.</li> <li>• Completes puzzle of 10 or more pieces.</li> <li>• Attention span widened.</li> <li>• Time concepts are expanding (Diwali will come after two weeks).</li> <li>• Longer attention span.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding moves from ego-centric to objective.</li> <li>• Shows a good grasp of topological relations for e.g. inside-outside; top-below.</li> <li>• Begins to understand the ordinal and cardinal numbers.</li> <li>• Plays with numbers to learn to count.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop abstract thinking, but is not advanced</li> <li>• Likes to collect things.</li> <li>• Begins to conserve length and weight</li> <li>• Tell the difference between right and left.</li> <li>• Can do single digit addition and subtraction problems.</li> <li>• Attention span widened.</li> </ul>

Language Skills	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
	<ul style="list-style-type: none"> <li>Says her name.</li> <li>Points to pictures of common objects when they're named.</li> <li>Talks to self in mirror.</li> <li>Understands no, not, don't and can't.</li> <li>Enjoys listening to simple, short story books.</li> <li>Identifies pictures of action words (eating, clapping, running).</li> <li>Enjoys looking at picture books.</li> <li>Verbalises wants.</li> <li>Struggling to make sense of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Says full name.</li> <li>Talks in sentences of 4-5 words.</li> <li>Tells about past experiences.</li> <li>Continue to talk out loud to themselves as they play with materials.</li> <li>Tells action in picture.</li> <li>Makes up words and rhymes.</li> <li>Asks for explanations.</li> <li>Speech is understandable but there are still some sound errors.</li> <li>Likes to talk with adults.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and point to pictures described.</li> <li>'Reads' pictures.</li> <li>Provides rhyming words to complete a set i.e. bat, rat, ...)</li> <li>Asks for explanations.</li> <li>Well formed sentence structure.</li> <li>Follows instructions in proper order.</li> <li>Understands comparatives like big, bigger and biggest.</li> <li>Uses verbal directions into play activities.</li> </ul>	<ul style="list-style-type: none"> <li>Retells story from picture book with reasonable accuracy.</li> <li>Pretends or acts out a story.</li> <li>Listens and takes turns in group discussion.</li> <li>Loves to talk.</li> <li>Speaks fluently and clearly.</li> <li>Uses more complex sentences.</li> <li>Asks meaning of words.</li> <li>Reads 10 common words.</li> <li>Communicates well with family members and friends and strangers.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys riddles and word games.</li> <li>Finds pleasure in language and literacy games for e.g. riddles, rhyming games, tongue twisters etc.</li> <li>Exchanges ideas and opinions.</li> <li>Uses, newly acquired literacy skills to record their ideas in simple short stories.</li> <li>Communicate their thoughts in a much better way, about the story book they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Creates their own riddles.</li> <li>Enjoys simple cross-word puzzles, riddles and word games</li> <li>Shares and talks about her/his opinion</li> <li>Becomes interested in reading books</li> <li>Tells more concretely what they are interested in, e.g., their likes/dislikes and interests.</li> <li>Talks about her/his drawings and writings</li> </ul>





Language Skills	2-3 YEAR OLDS	3-4 YEAR OLDS	4-5 YEAR OLDS	5-6 YEAR OLDS	6-7 YEAR OLDS	7-8 YEAR OLDS
	<ul style="list-style-type: none"> <li>Follows simple directions such as: 'Give me the block'.</li> <li>Brings own shoes and socks.</li> <li>Repeat parts of rhymes and songs.</li> <li>Answers simple questions 'What is this?'</li> <li>Can identify objects when told their use.</li> <li>Places objects in, on, under, beside.</li> <li>Can point to parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to stories for a longer period.</li> <li>Sings simple nursery rhymes.</li> <li>Understands prepositions (on, under, inside).</li> <li>Can point to smallest of 2 squares.</li> </ul>	<ul style="list-style-type: none"> <li>Understands sequencing of events.</li> <li>Asks when, how, and why questions.</li> <li>Demonstrates a variety of uses for a language such as getting information, expressing opinions and giving information.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates well with family members and friends and strangers.</li> <li>Identifies and points to some, most, first, all.</li> </ul>	<ul style="list-style-type: none"> <li>Pretend- play takes the form of expression through drama, rhymes, songs and music.</li> <li>Likes to engage in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Can read simple sentences</li> <li>Have well developed oral speech.</li> </ul>

**Sources:**

- Kirsten A. Hansen, Roxane K. Kaufmann, Kate Burke Walsh; 'Step by Step: A program for Children and Families' published by Children's Resources International, Inc. in partnership with Open Society Institute, New York; (2-6 year old).
- The whole child Development Guide: Edition. I. . LEGO. (2004) Lego Learning Institute.
- Berk-E Laura 'Child Development' Eighth Edition II Linois State University, Pearson Education Inc. New Jersey, USA (2009).

When we understand the young children's needs we can provide a theme based ECCE Programme that :

- provides opportunity to every child;
- promotes their overall development i.e. physical, motor, social, emotional, cognitive and language development;
- ensures that every child is safe, secure and feels valued;
- is balanced, flexible and purposefully planned;
- allows children to develop and learn at their own pace;
- provides a stress free stimulating and enabling learning environment;
- allows children to explore, observe and experiment;
- helps children to develop their skills and abilities;
- builds experiences on children's previous experiences and learning;
- provides them time to respond;
- promotes active play and learning;
- provides lots of opportunities to learn through play.

All ECCE Programmes should select age and developmentally appropriate assessment strategies because there is a wide variation in children's abilities during the early years.

Teachers need to design such assessment measures that are suitable for children of ages three to eight. This will increase the likelihood that the assessment strategies will address the strength and needs of most of their young children. It also includes children with developmental delay and children who are advanced in particular areas of development. Teachers need to ensure that every child should get lots of opportunities to practice different skills.



## Chapter 2

# Theme Based Planning and Early Childhood Care and Education

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### Overview: Importance of Theme Based Learning in ECCE

Young children's curiosity and fascination for their surroundings lead them to explore and question their environment so that they can come to a personal understanding about their world. They observe and investigate primarily through their senses. This curiosity can be channelled through interesting themes so as to lead the children on an exciting adventure to many areas of inquiry.

A good quality Early Childhood Care and Education (ECCE) programme engages young children in a variety of theme based experiences, inspiring them to explore their immediate world. Theme based integrated ECCE programmes create activities and experiences around an idea or theme and offer many opportunities where young children learn in enabling environments which are stimulating, emotionally supportive and inclusive. Theme based learning nurtures holistic development in every child and empowers them to use their capacities to become successful learners. Learning through themes helps young children connect with their immediate world and also connect classroom learning to their lives at home and in the community.

### Role of Teachers in the Theme Based Integrated ECCE Programme

The caregivers/ teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all round development. They play the following roles:

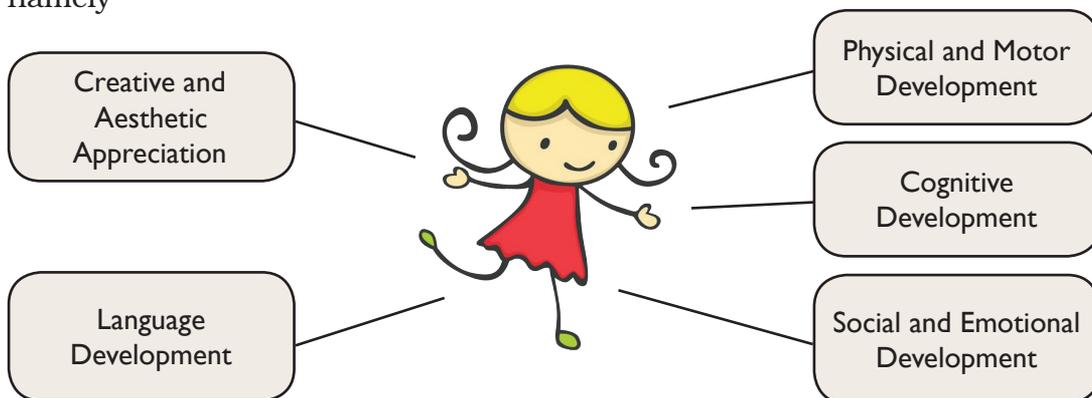
- Observe children to identify their interests, needs and capabilities and the pace of their development.
- Plan integrated, developmentally appropriate, and challenging learning experiences built around a theme, to ensure that they meet the objectives of the curriculum.
- Adapt experiences to suit the learning abilities of children with special needs. (E.g., a visually challenged child could be given multi-sensorial experiences)

- Organise a supportive learning environment by taking care of aspects such as the physical environment, equipment, scheduling of learning experiences and events and the grouping of children.
- Respect the child and the social environment the child comes from.
- Focus not only on planning and conducting the themes but also on the continuous process of assessing the children's progress, and using the assessment to modify/review the teaching strategies.
- Create nurturing and positive relationships in the classroom.
- Interact with children in a calm, respectful and friendly manner.
- Ensure social inclusion of children with disability in the ECCE classroom.

## Planning for a Theme Based Approach

### DEVELOPMENTAL DOMAINS

Young children's growth is better understood in five developmental domains namely



Before beginning to plan a theme, it is important to know that young children develop in several areas or domains simultaneously. Also, we must always remember that these domains of development are interdependent and interrelated to each other. Each of these domains is equally important to all children. It has been said that when a child's self-esteem is positive and she/he feels good about herself, it influences her/his intellect. Research studies on neuro-science also suggest that social and emotional development and intellectual or cognitive development of young children go hand in hand.

The interdependency of all the developmental domains, of social with cognition, language and motor skills, ensures that children are developing holistically. A good teacher needs to implement the theme based ECCE programme in a balanced manner throughout the day and plan every learning experience carefully to include opportunities for learning for every child in all the developmental domains.

The theme based learning experiences which integrate all the five domains ensure that skills and concepts are learnt in meaningful contexts.

\*An effective theme plan draws upon the progression of concepts, skills, knowledge and attitudes in each area of development. For example, once the children have begun to differentiate between the number of sides and corners of a triangle or rectangle, what concept or understanding should be planned for next?

For each theme, three types of learning experiences should be developed, namely—teacher-structured activities, child-initiated activities and opportunities for free play.

## Assessing Children through Themes

A good teacher knows how to observe and assess her children through the different learning experiences she has planned and be fully aware of what is being learned by each of her children.

On the basis of observations and assessment the teacher can modify the learning experiences to address the individual learner's need. For example, while children are playing a game where they hop like a kangaroo, jump like a frog, swim like a fish and they lose interest, the teacher can make the children sit down in a circle and tell them a story using the same animals. In this way along with the physical development, the socio-emotional and language development is also taking place simultaneously.

### **Remember!**

A child who is tired, tense, under stress and whose emotional and social well-being are threatened is not likely to listen carefully, cannot express freely and cannot learn as the one who is happy and confident.

## Planning the Theme

### I. IDENTIFYING THEMES

While choosing a theme or an individual unit of inquiry organised around a central idea, the following are proposed as useful criteria.

Each unit/theme or topic may consider the following elements:

- **Engaging:** Should be of interest to the children, and involving them actively in their own learning.
- **Relevant:** Should be linked to the children's prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the children.



- **Challenging:** Should extend the prior knowledge and experience of the children to increase their competencies and understanding.
- **Significant:** Should contribute to an understanding of the trans-disciplinary nature of the theme or topic, and therefore to an understanding of commonality of human experiences.

The first step in planning for a theme based ECCE programme is to identify the theme/topic for each month.

**Some of the suggested themes/topics are:**

- **Identity and relationships:** Myself, my family and community
- **Maintaining well-being:** Food, body, health, hygiene and cleanliness, safety
- **Nature:** Plants, animals, birds, fruits and vegetables
- **Physical environment:** Air, water, earth, universe and seasons
- **Social environment:** My country, festivals and celebrations, neighbourhood, transport.

Under each theme, the goals and indicators of development and learning are organised in order to ensure that all the domains are addressed in an integrated manner. This helps to ensure that the activities and experiences are balanced, developmentally appropriate and enough opportunity is available for revisiting of concepts, skills and dispositions. Activities should be planned for different age groups of children with increasing order of difficulty.

*(Reference - The National ECCE Curriculum Framework developed by Ministry of Women and Child Development (MWCD), 2014)*

This resource handbook titled, **‘Theme Based Early Childhood Care and Education Programme’** provides nine easy to follow themes which integrate the ECCE programme for children in the age group of 3 to 8 years.

The suggested nine themes are: *Me and My friends; My Body; My Family; Animals; Transport; Plants; Air; Water and People Who Help us.*

## 2. BRAINSTORM FOR IDEAS

- (a) While brainstorming ideas for theme plans the children need to be involved in the process and encouraged to talk about their interests. When children are involved in planning, it helps teachers take into account the varied learning styles of young children and their individual differences. Their previous experiences are also taken into account. This provides better learning experiences for all children.



- (b) Teachers need to collaborate and map the theme together. This helps in creating a holistic plan, encompassing a wide variety of activities addressing progression in learning across age groups.

Examples of theme mapping are given in the Web Charts provided in this resource book. The **Web Charts** are brain storming and pre planning tools that visually depict the vertical progression of a theme across **Preschool I and II** and **Early Primary Class (Classes I and II)**. Key Concepts and Skills are mapped for each level and the learning indicators defined.

A sample Learning Progression Chart for 3 themes *Me and My friends; My Body; My Family*, is given in the handbook. The indicators are organised according to different domains of development. You will notice how concepts progress through the different age groups and increase in complexity.

See Fig 2 for a snapshot from the progression chart

Domain of Development	PS I	PS II	EPC
Cognitive Development	Classify objects on the basis of one attribute (Shape, colour, size).	Classify objects on the basis of two attributes (Shape, colour, size).	Classify objects on the basis of three attributes (Shape, colour, size).
	Name and match primary colours.	Identify primary and secondary colours by their names. Match objects with colours.	Identify primary and secondary colours by their names. Match objects with colours.

### 3. HOW TO CHOOSE ACTIVITIES AND ORGANISE LEARNING EXPERIENCES

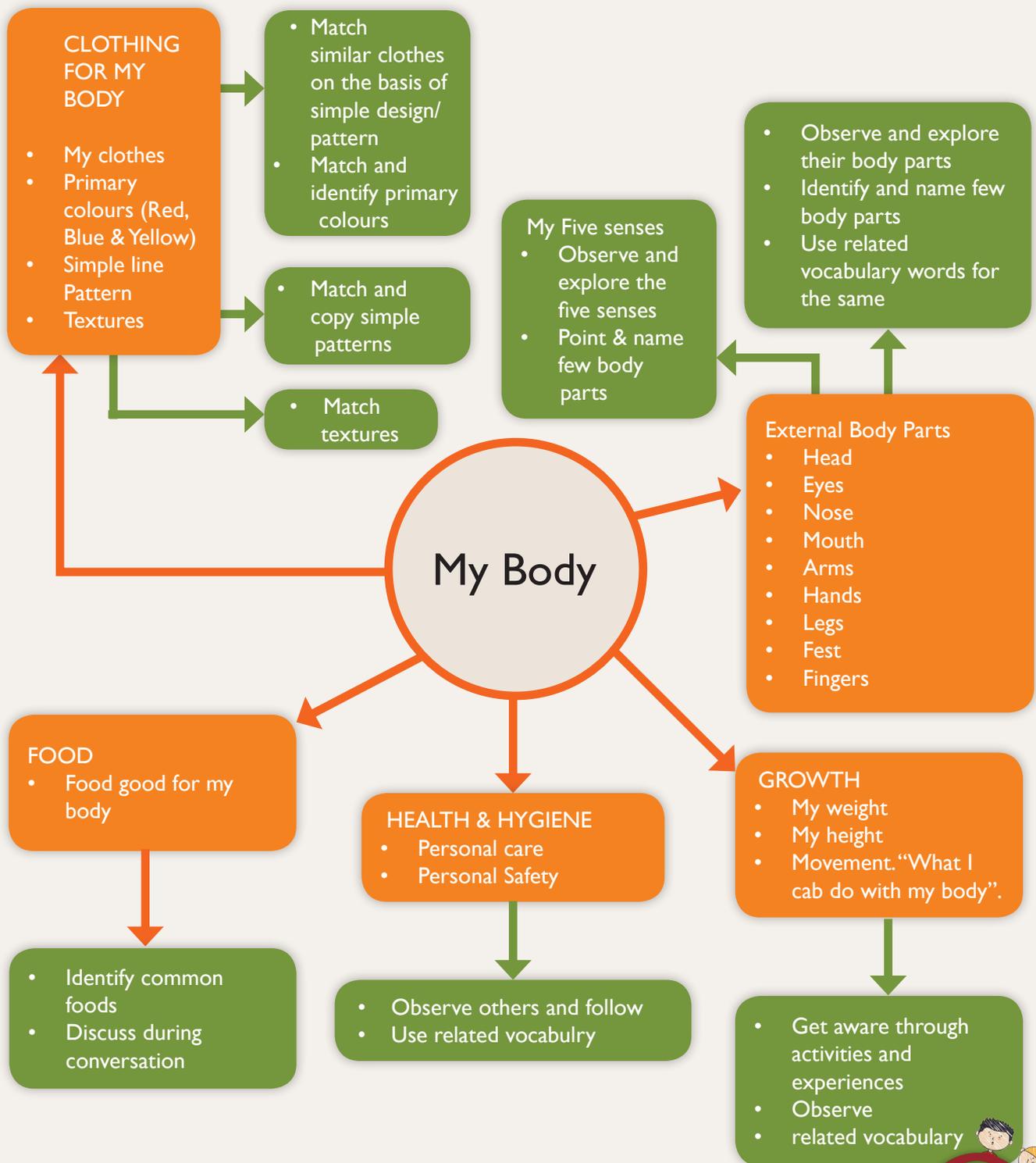
**Entry Point:** An entry point into the theme acts as the trigger or hook which engages the children and gets them interested in exploring, questioning and discovering the different areas of learning. An interesting story, movie, rhyme or poem, song, skit, game connected to the theme can all act as entry points. They weave the theme together, helping it unfold and develop.

**Learning Experiences/Activities:** A good learning activity is

- Based on a concrete experience, which enables children to manipulate and explore material or experience something first hand
- Linked to the learning objectives in focus
- Meaningful and relevant to the child's life and immediate surroundings
- Age appropriate
- Engaging and connects to the child's interests and environment
- Conducive to the application of knowledge and skills
- Timed, keeping in mind the focus and attention levels of children



## THEME – My Body Web Plan on My Body – PS-I



*Figure 2*

*These indicators then become the basis for selecting the learning experiences which will integrate and address the different domains of learning and move the theme forward*

## SAMPLE ACTIVITY ( FOR THE THEME MY BODY)

### I. COGNITIVE EXPERIENCES

#### I. Sense of taste:

PS I

- During snack time encourage children to tell the taste of what they are eating.
- Bring samples of food articles with distinct tastes for the children, for example, lime, *imli*, sugar, salt, *neem* etc. Let each child try and identify the different tastes and associate them with the food articles.

PS II

EPC

- Use snack time to discuss the taste of various eatables with the children.
- Bring samples of food articles for the younger age-group. Ask each child to close her/his eyes and let her/him identify the tastes of different food items. For younger groups bring familiar food items, fruits etc.

## DEVELOPING ACTIVITIES AND EXPERIENCES

Read carefully the developmental characteristics of children between the ages 3 to 8 year old, given in Chapter 1, before planning activities and experiences for young children. This will help you to understand children and design age and developmentally appropriate activities.

- Plan for EVERY CHILD.
- Develop/Identify age and developmentally appropriate activities catering to all domains of development.
- Prepare age and developmentally appropriate material for **ALL** children.
- Plan for visits and visitors for each theme.
- Plan for circle time activities which will help children share their experiences and learning.
- Plan for each activity area i.e. doll's area, manipulative area, language and literacy area, blocks area, dramatic play area etc.
- Plan activities for each domain
- Collect rhymes and stories related to the theme
- Look for and gather relevant resources
- Plan warming up or introductory activity to begin the theme
- Plan individual, small group and large group activities
- If group of teachers are working, divide responsibilities
- Talk to the community for help/assistance



- Determine how to assess the theme, each child's progress and the activities.
- Plan interesting activities for winding up the theme and summing up learning

## SOME STRATEGIES TO KEEP IN MIND WHILE PLANNING

- **Circle Time (Whole Group Activity)**

Morning circle time is meant especially to encourage children to express verbally and share their ideas and feelings. This is the time where one can do some introductory or warming up activity to launch the theme followed by finger play/poems and rhymes. Then have a 'discussion' on the theme. Ideas for discussion are given under each theme. Morning circle time is where one can also talk about the weather, calendar etc.

- **Small Group Activities**

Many times it is not feasible to give the same activity/material to all the children at the same time. Plan for small group experiences that can maintain individual and active involvement of the children in a learning experience. *Activities organised in a small group are very helpful when the range of skill levels among the children requires special adaptations.* Small group activities are very good for handling individual differences in children and also for children who have short attention span. Small group activities also offer each child maximum number of turns and thus ensure that each and every child gets involved and remains in the learning experience.

## 4. MATERIALS FOR THEME BASED LEARNING

- Plan for 'teaching learning material' for each theme. Prepare Teaching Learning Material for each domain, for different age groups and for **All** children.
- Reach out to the community for help. *E.g., collect waste fabric pieces from the tailor for colour/pattern matching activity; collect waste pieces of wood from the carpenter for preparing writing template and shape puzzles; and so on.*
- The teaching learning material needs to be age and developmentally appropriate.
  - ◆ One needs to remember that each child has individual abilities and learning needs.
  - ◆ Have variety of materials for each theme as this will help to readily adapt to individual as well as group learning needs.



- ◆ Teaching Learning Material needs to be appropriately matched and challenging to children’s individual skill levels.
- ◆ Teaching Learning Material needs to be versatile and safe for children.
- ◆ Activity or interest areas should have such learning materials that promote children’s learning even when a teacher is not available to guide.

## 5. DURATION OF THE THEME AND ACTIVITY

The duration of the theme varies according to the age, need, interests, the resources available and the objectives of the theme. The tentative duration of each activity need to be planned in advance. One needs to be flexible as the attention span of children is very short. Young children cannot sit still for one activity for more than 10/15 minutes.

Some teachers plan for weekly themes whereas some plan for fifteen days and some plan a theme for a month. If the theme is broad, related sub-themes for each theme can be thought of for example, one can talk about ‘jungle animals’ for a week, the next week it is ‘pet animals’ and then the following week it is ‘water animals’ and so on. Always plan for child-initiated or free-choice activities as freedom and play are fundamental to young children’s learning. If one finds that children are involved and enjoying some activity in a small group, instead of asking them to wind up, allow them to continue the activity/experience.

***As a good teacher should do, end each experience/activity while the children are still enthusiastic and actively involved.***

## 6. CREATING A LESSON PLAN

Organise the theme and the related learning experiences in a simple lesson plan or flow chart to see how it will unfold in a sequential flow. The plan will also ensure that the theme-related activities for all developmental domains are covered over a course of a week.

A sample lesson plan is given in this resource book. This is provided as guidelines and is not to be followed rigidly. Adapt it to suit your specific requirements and the context.

## 7. IMPLEMENTING THE THEME

### ***Some Things to Remember!***

- Be flexible while implementing the theme. Be alert to “*learning moments*” – an interesting question, a shared experience, a prop, idea



or opportunity which helps further the theme, even if it is not in the way you planned it.

- Adjust the activities and experiences related to the theme as the need arises.
- Allow children to talk about their ideas.
- Organise the teaching-learning material.
- Set the classroom environment and display board.
- Plan the stimuli in the activity areas.
- Be spontaneous in your planning.
- Give attention to every child.

*How will I know that the theme based programme promotes holistic learning?  
Am I observing and assessing children continuously and regularly?*

## 8. CONTINUOUSLY OBSERVING AND ASSESSING YOUR CHILDREN

Evaluation of a theme based ECCE programme becomes easier because the teacher can observe her children's depth of understanding, ability to express, their creativity and ability to share and work together in meaningful contexts and through multiple ways.

- Observe children as they engage in the different learning experiences throughout the theme.
- Ensure you are clear about the learning/development indicators you are observing. In this handbook, the indicators are identified for each theme and learning activity.
- Prepare assessment checklists for every theme and every domain.
- Focus your observation on small groups of children at a time, in order to ensure deep and authentic observation. Multiple learning experiences addressing the different domains of development will ensure that you observe all the children equally.
- Write anecdotes for what has been observed. Remember to be objective in your observation. Ensure that personal opinion and assumptions do not bias the observations, for the authenticity of the observation will be lost.
- If you are observing and assessing your children regularly, then it will help you to focus on children's strengths, on what children can do, and what more is required.
- Continuous assessment helps you to adapt and modify your teaching strategies, teaching learning material, activity area and so on and this re- planning ensures that learning needs and gaps are identified and addressed timely.



## ONGOING OBSERVATION, QUESTIONING AND LISTENING TO CHILDREN

All children are observed often and regularly, with the ECCE teacher/caregiver focusing on the whole class to focusing on one child or activity, and from non-participant observing from without to participant observing where listening and interacting with the child is required.

## SYSTEMATIC PROCEDURES

Anecdotal records are briefly written notes based on observations of children. These records need to be systematically compiled and organised.  
Create anecdotal records and make interpretations of how and where children spend time, their social relationships, their use of language, modes of interaction. Information about health and nutrition habits may be recorded too.

## SYSTEMATIC SAMPLING OF CHILDREN'S ACTIVITIES

Choose selected samples of children's art work, scribbling and writing to conveying their ideas, photographs of their work, video/audio recordings, dictated stories, records of group participation work etc.

## DOCUMENTATION PROCEDURES

Developmental Progress Checklists, Portfolios, Summary Reports.

### DEVELOPMENTAL PROGRESS CHECKLIST

Comprises lists of information, data, attributes or elements, criteria that guides ECCE teachers and caregivers to observe children

Specific developmental screening checklists used for identification of developmental delay or impairments for preventive measures and referrals

### PORTFOLIO

Collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection

Portfolio maintained for each child to be kept at the ECCE centre. Includes

- ◆ Cover page with name and detail in the centre
- ◆ Child's personal details along with a photograph.
- ◆ Information sheet and feedback from parents discussing children's interests and strengths.
- ◆ Medical health form.
- ◆ Children's artwork, drawing and writing samples .
- ◆ Photographs of models made by a child
- ◆ Photographs of children at play.
- ◆ Noting of interesting discussions held with the child.
- ◆ Ongoing developmental progress checklist form.
- ◆ Copies of summary progress reports given to parents.

### SUMMARY REPORT

Outlines children's progress through narrative reports by ECCE teachers/caregivers.

Developmental Progress Card with narratives to share with parents and later to be shared with Primary school .



*(Reference - The National ECCE Curriculum Framework developed by Ministry of Women and Child Development (MWCD), 2014)*

## 9. CONCLUDING THE THEME

**Reflection** - Evaluate the theme:

- Review all the children's work.
- What are the challenges and concerns?
- What kinds of activities and games were very helpful in making children understand the theme?
- What changes and modifications you will be doing in your next theme?

Share information with fellow teachers, discuss and modify accordingly.

### **Considerations for Inclusive Teaching in a Theme-Based ECCE Programme**

***Promote inclusion in your classroom and make it actually happen in the pre-school/primary school.***

A comprehensive and inclusive theme based ECCE programme requires lots of thought, imagination, planning and team work. In an ECCE centre/classroom, children represent a range of age and ability levels. They all have different learning styles and needs. An effective theme based programme covers all developmental domains and includes a wide range of age appropriate activities to spark the interest of children. We need to remember that children learn best in an emotionally supportive and stimulating environment that fosters self-esteem and confidence. Make the necessary strategies and environmental adaptations (wherever required) to meet the needs of children with special needs.

The inclusion of **ALL** children whether they are differently abled or not, is the core principle of effective teaching in the ECCE Programme. Some ways in which this inclusion can happen is:

- Respect every child and show interest in them. Give importance to the uniqueness of each child.
- Acknowledge every child in the ECE centre/school. Listen to each child carefully.
- Try to learn about each child.
- Encourage all children to participate in activities where each child meets children of her/his age with different abilities.
- Encourage each child's learning.
- Check whether any child needs additional time for an activity and support to understand the topic.
- Adapt activities to accommodate all children's learning. Such as making modifications in your daily schedules/programme, learning material adaptations, simplification of an activity and use of any special material/equipment etc.



- Encourage all children to interact with materials.
- Provide opportunities and help each child to make friends.
- Consider each child's interest while giving small group activities.
- Before putting the theme plan in action in the classroom, meet the child's previous teacher, her/his parents, caregivers and discuss your goals.
- Show appreciation for every child's efforts.
- Observe and respond to children's needs.
- Encourage all children to interact with each other.
- Remember that each child's learning style and pace is different. So be patient and sensitive to each child's learning style. Teachers need to understand children with different abilities and their learning styles and accordingly modify the activities.
- Design a wide range of flexible strategies to meet the needs of children with disabilities and also to address each child's strengths and interests.
- Ensure theme plans guidelines are met.
- Implement activities for a wide range of abilities and learning styles.
- Provide a flexible classroom plan to help make the learning experiences a success.
- Provide both teacher-initiated and child-initiated activities.
- Link children's early educational experiences so as to connect previous learning with new learning.
- Monitor each child's progress.
- Include both large group and small group activities.
- Keep all the materials in boxes with labels/pictures so that children can have easy access to classroom material.
- Use familiar words to get the children's attention.
- Encourage all the children to join the circle time activities and always offer another choice to such children who find it hard to work with the groups.
- Communicate to parents through a monthly letter and inform them about the theme of each month.
- Involve parents in the implementation of the theme based activities.



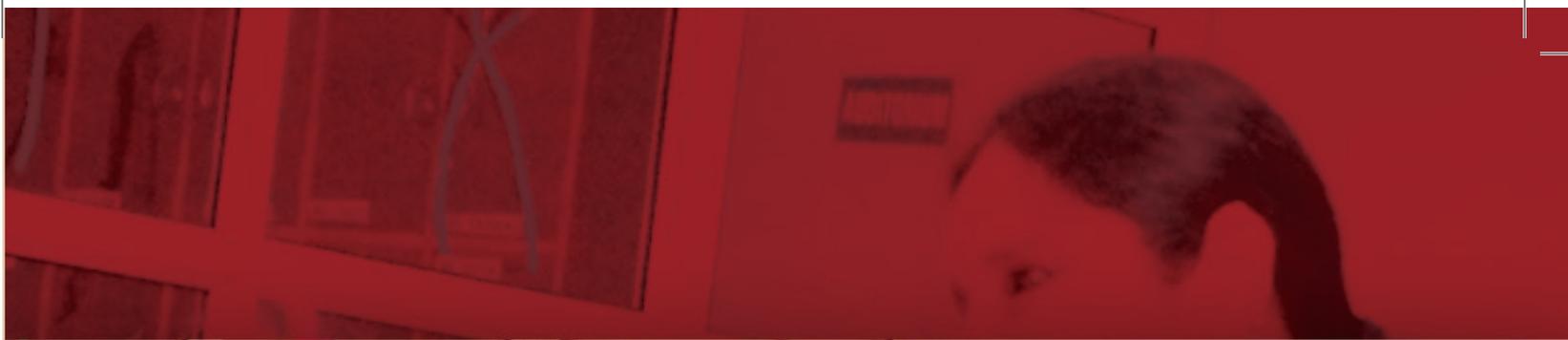
### **FINAL CHECKLIST BEFORE COMMENCING A THEME**

Look again at the classroom and ask yourself:

- Have I arranged the activity areas?
- Are all displays at the eye level of children?







# PART II

EXEMPLAR THEMES

## Points to remember

- Think about what you want your children to learn and to know by the end of every theme.
- Many children find it difficult to talk about their likes, talents. Help your children feel good and special. You also need to be sensitive to cultural differences.
- Many activities can be done in large /small groups and individually and can be repeated to reinforce the concept/skill.
- Emphasise the importance of working in a group. It helps in cooperative learning.
- For older children, the subjects can be easily covered through themes of children's own interests.
- Children must be given first hand experiences. They need to be given fun, interesting and purposeful activities that they would enjoy in a playway method.
- The activities at PSI and PSII need to be short and simple as children at this stage have short attention span. The activities should be such that the children don't even realise that they are learning.
- Complexity of activities should be age appropriate.
- While reading a story, the book must be held at the child's eye level.
- Read with clarity and enthusiasm.
- Let children know that print has meaning. Have a 'print-rich environment'.

## WHAT AND HOW DO YOU ASSESS

- You need to look at the objectives of the theme and use these objectives to interpret and build on experiences.
- Look for how children are progressing across themes:  
*For e.g., how they are working; solving puzzles and mazes, colouring, writing, sorting and so on.*
- Collect evidences of children's work. This is very important especially in the early years as their learning and development vary ie. each child has a different learning style. *(Refer to developmental milestones)*
- Compare the activities with the practical implementation in the classroom.
- Plan further activities based on your experiences and children's responses.



# Theme I

## Me and My Friends

Young children come to the ECCE centre from various backgrounds. Children need to be provided with such experiences where they are encouraged to like themselves and develop a positive self-esteem.

The theme '**Me and My Friends**' is very important for young children as doing activities and games around this theme make them feel good about themselves.

This theme needs to be taken preferably in the beginning of the preschool academic year as the activities related to it help young children to adjust better in the preschool and they are also able to relate to and work effectively with others in the ECCE centre. Before being able to relate to others, a child must first be able to relate positively to oneself. Children need to be provided with lots of concrete experiences for developing positive feelings about themselves.



When young children come for the first time to ECCE centres, they need to feel valued, loved, respected and cared for. Children need an environment and activities where they feel positive about themselves and their learning.

The theme "Me and My Friends" helps children to understand their immediate learning environment. *You can begin the theme with a warming up activity where children will stand in a circle and you throw a soft ball to each child and ask, "What is your name"? Let each child reply with her/his name only. Another warming up activity that can be done with the children is by singing "लो बसंत आया फूल खिला" take each child's name by singing "लो बबिता....." or "लो ज्योति..." This would make the children feel important and thus improve their self esteem.*

**(Think about what you want your children to learn and to know by the end of this theme).**

## THEME – Me and My Friends



**ACCEPT EACH CHILD FOR HERSELF OR HIMSELF.**



## PS I



## PS II



## EPC

### MY SENSES

- I see colours, shapes, patterns, designs
- I hear sound, music noises
- I taste different food and drink
- Identify pleasant and unpleasant smells.
- I touch hard -soft and hot-cold things (Complexity level increases)

- Shades of colour
- Name few colours
- Identify shapes and patterns.
- Seriate shapes, draw given shapes
- Identify different sounds
- Sensory awareness and discrimination
- Compare shapes, sounds etc
- Understand the relation between sense organs and their functions
- Increasing span of learning
- Identify a picture/ different from a set identical picture

- Share feelings, ideas and emotions
- Express emotions through body movements and facial expressions
- Responds to music, toys books, games etc.
- Accept and adjust to the new environment
- Shows sensitivity to the feelings of others.
- Share experiences
- Express the thoughts, feelings, experiences, ideas through drawing, dramatizations
- Describe their own feelings

### FEELINGS

- Happy
- Sad
- Afraid/ scared
- Surprised
- Angry
- Excited

### SELF ESTEEM AND MOTIVATION

- Plays learn and do things by myself.
- I am special
- I do something
- I use my sense to know do about things.
- Play, learn and do things by myself
- Reading and writing

## Me and My Friends

### MY FRIENDS

- Complete names of self, teacher and friends
- Preferences to play
- Caring
- Turn-taking
- Co-operation

- Doing new things, putting toys back to the storage.
- Listen attentively to others
- Play the games by using sense.
- Learn new vocabulary
- Tell his/her complete address and name.
- Celebrate birthday, events.
- Draw and colour
- Complete the given activities
- Confidence(move, speak, walk etc)
- Shows interest in environment print, story books and other age-appropriate reading, writing material
- Explore variety of resources(books, toys etc)
- Shows interest in reading and writing appreciation
- Fluent and clear verbal expressions

- Tell teacher's name, friends name
- Tells name, age, address, class etc
- Tells like/dislikes
- Share their belongings
- Co-operate during activities in small & large group
- Wait for her/his turn during activities
- Hear and separate sound group in familiar names of classmates
- Bond with others
- Sit and play with others
- Make choices about their belongings and surroundings
- Identify with others (outside the family).

## Theme/Unit Plan on Me and My Friends

### I. LANGUAGE AND LITERACY EXPERIENCES

- Talking about oneself
- Sharing feelings during circle time
- Talking about their likes and dislikes
- Making children feel how each of them is special and important
- Talking about their favourite food, colour, clothes etc
- Rhymes and songs on myself
- Stories or thoughts that are children's own ideas
- Name game
- Creating story using facial expressions of different emotions

### II. VISITS/VISITORS

- Dentist
- Barber
- Grandparent(s)
- Nurse
- Nature walks to observe the surroundings

### III. SOCIAL AND EMOTIONAL DEVELOPMENT

- Friendship tree: Make a "friendship tree" by hanging objects from different regions/States on branches of a tree. Encourage the children to identify each object and match it with children from that region/State in the classroom
- Making friends
- Using mirrors
- Making greeting cards
- Matching emotion cards

### IV. DRAMATIC PLAY

- Pretend play

### V. ART EXPERIENCES

- Colouring my name
- Clay modelling



- Scribbling
- Drawing self portrait
- Tracing each other's body/hand
- Thumb and finger printing
- Hand printing
- Looking at reflections in a mirror and drawing their face
- Creating "ME" posters
- Painting with my favourite colour

## VI. COGNITIVE EXPERIENCES

- Match and identify, sorting colours using colour dominoes, children's clothes, classroom objects
- Match numbers/patterns/dots
- Follow and complete the pattern
- Name self-corrective puzzles
- Reasoning cards
- I spy games
- Photo matching
- Sensory activities
- Match, identify and name shapes

## VII. BIRTHDAY CELEBRATIONS

- Designing a birthday chart
- Singing a birthday song

## VIII. MUSIC AND MOVEMENT

### Music Experiences

- Body percussion sounds
- Music to jump, hop, run, skip and listen to
- Rhymes and songs created from children's own ideas
- Using handmade musical instruments

## IX. STORY TELLING TIME

## X. CONCLUDING THE THEME



## ME AND MY FRIENDS

### THEME OBJECTIVES

To provide experiences and opportunities to young children to learn:

1. I am a person and I have a name.
2. I am special.
3. I am growing. I am still discovering how to do new things.
4. I use my senses to accomplish many things.
5. I love to play.
6. I do many things by myself or with my friends.
7. I have feelings.
8. I share and co-operate.

### MATERIAL

1. Ball	14. Ink pads
2. Recorded voice of children	15. Square pieces of chart paper
3. Name cards with string	16. Water colours
4. Envelope	17. Ice-cream sticks
5. Jute bag	18. Potter's clay
6. Flash cards with each child name and photograph on it	19. Coloured plasticine
7. Seeds (rajma, channa)	20. Colour dominoes
8. Mirror	21. Cardboard cookies
9. Crayons	22. Bean bag
10. Paper	23. Cut-out of words
11. Magnifying glass	24. Sand paper
12. Bukram	25. Fabric pieces
13. Bottlecaps beads	

### RELATED VOCABULARY

1. Names of external body parts	8. Name
2. Friend	9. Favourite
3. Happy	10. Feelings
4. Sad	11. Sound
5. Eye	12. Taste
6. Ear	13. Finger
7. Hand	14. Words related to feelings and emotions



## THEME BOARD

- Cut various shapes such as circles, squares, triangles, and rectangles on thick white chart paper.
- Let each child select one shape.
- Provide each child with her / his photograph and let her/him paste it on a chosen shape.
- Write each child's name on her / his shape card.

Then, let children display their 'shape name cards' on the main display board. (at the eye level of children). *Encourage older children to draw a picture of her/his friend and write their name and what they like about them.*



*Focus your observations on all areas of child's development.*

...contd.



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

PS I

PS II

#### Recite the Poems:

#### 1. This is my eye

*"This is my eye*

*This is my ear*

*This is to see*

*And this to hear"*

#### 2. In this big world

*"In this big world*

*I can clearly see*

*There is only one of you,*

*And there is only one of me"*

#### 3. I am Special

*(To the tune of "Are you sleeping"?)*

*"I am special, I am special,*

*Look at me, look at me,*

*A very special person,*

*A very special person*

*That is me, that is me"*

*(Let children stand in a circle and let each child point to herself/himself while reciting the poem). (Collect songs, stories, poems and finger plays that help to enhance each child's self-esteem by focusing on the child's name).*

#### 4. Who is here today?

*(To the tune of "The farmer in the dell")*

*Who is here today?-2*

*Everybody clap your hands*

*Who is here today?*

*Ria is here today!-2*

*Everybody clap your hands*

*Ria is here today!"*

*(Substitute "Ria" with the names of the children in your class)*



## DISCUSSION ON THE THEME (CIRCLE TIME)

PS I

PS II

EPC

*(Discussion on the theme can be broken into parts as per need)*

Tell the children that today/this week you will be talking about things they like to do.

- Encourage children to tell their names.
- Encourage interaction among children as hearing is an important part of language development. Let them talk about their likes and dislikes such as 'I like mango;' 'My favourite colour is red; and so on. Let them talk about things they like to do.
- Encourage children to share what they do such as 'I can sing a poem'; 'I can draw'; 'I can comb my hair; 'I can button my shirt etc';
- Talk to them about how each one of them is special.
- Discuss how eating healthy food and playing outdoors helps to keep our body active and so on.

Respond to children's comments and questions.

Record each child's verbal response.

### All about me



#### More points for discussion:

- The animal/bird I like
- My favourite clothes, food, colour, shape.
- What did I do yesterday
- What I wear during different seasons ?
- Let children say (turn wise) - "I am special because....." Let older children write few sentences on the same. *(Record their answers).*
- Encourage older children to talk about their feelings and relationship with others.

See that children actively participate in the discussion.



## READING READINESS

Use a child's name while doing and generating activities.

### 1. Say your Name

- Make children sit in a circle on the floor.
- Let each child say her / his name turnwise.
- Then talk about how important everyone's name is.
- Take a large ball and roll the ball to a child and let the child with the ball say her / his name.
- Ask the child to roll back the ball to you and the 'ball name game' continues.
- When you're playing the game with preschoolers – roll the ball to a child and then ask the children in a circle to say that child's first name. That child then passes / rolls the ball to another child in a circle and everyone says her name. The 'ball name game' continues until each child's name is called out.
- With older children, play this game by rolling the ball to a child and encourage children to say the child's full name.
- When children know how to play this activity record each child's voice while she / he is telling her / his name. Help them in saying something else also like their favourite toy/colour/food and friends.

### 2. Name Pocket Bag

- Prepare a 'Name Pocket Bag' with bukram / jute (a kind of fabric) with at least 25 – 30 pockets on it.
- Attach or paint letters ( A-Z) on these pockets.
- You may attach lower case letters also along with the uppercase letters for older children.
- Place this 'Name Pocket Bag' near the entry door of the classroom.
- Ask children to pick up their 'name card' from the bag and wear it.
- At the time of 'good bye circle' ask them to keep their 'name card' back in the bag by matching the initial letter on the pocket.

### 3. Guess Whose Voice Is This?

- Make children sit in a circle
- Play the recording of children's voice and encourage them to guess and tell the name of the child whose voice they hear.

### 4. Guess Who

Make "Guess Who" riddles describing individual children.

Observe children are taking the correct card.



PS II

EPC

## 5. Name Envelope

- Prepare name cards along with a string for each child. Write each child's name (using print script) on a name card along with a logo. Let them wear it while entering the classroom and keep it back on the prescribed hook / place at the time of departure

**Sonam**

**Reetu**

**Kamal**

Give hints or suggest clues that reflect each child's positive characteristics only.

- Take envelopes and put cut out of each letter of the child's name in separate envelopes. Then write the child's name using script manner on the envelope. Then give each child her / his envelope and ask her/ him to take out the cutouts of letters and make her/his name as shown on the envelope.



See that each child matches and complete her/his name.

*Note and record each child's progress and growth in different areas.*

## 6. Mummy went shopping

Keep sandpaper letters in a string bag. Make children sit in a semicircle.

Start by saying

*"Mummy went shopping*

*Now she is back*

*Help her to unpack her bag"*

Ask a child (taking turns) to take out one letter without looking at it. Then, when she has a letter, ask her, - "What is this"? Ask her to say the sound and match with the picture kept in a tray. With older children do with word cards and pictures. (Do with one word at a time, reading and discussing with all children)

Observe the level of awareness and their vocabulary.

7. **Passing the "letter bag":** Make the children sit in a circle and pass the bowl with letter/chits in it. Start clapping the hands and when the clapping stops, the child will pick up any letter- chit and say a sound word related to it and it will go on in the same manner.

8. **Antakshari:** Children can be asked to play the game *Antakshari*. Ask one child to start a game by saying a word for example, **Bat**. Then the next child has to make a word with the sound of the last letter i.e. **T-Tub;B-Bus** and so on.

See whether each child identifies letter and says its sound.



**9. Colouring My Name/Friend's name:** Draw each child's name in large letters. (Write a large capital of the first letter of each child's name). Encourage the child to colour/decorate the letters of her/his name.

**10. Creating Games and Activities Where Children Match Photos/Logos with A Written Name**

*Example:* Make flash cards of names of children and their photograph on separate cards. Help the children match the cards with names to the cards with pictures. Help older children distribute notebooks by reading their friends name.

Observe children in different situations with different play partners.

**11. Listing what I can see:** Ask children to look around and make a list of all the coloured things they see. Older children can write whereas younger children may just name the objects.

**12.** Divide children in pairs. Discuss what you do in school every day (sing, read, sit, play..... and so on). Make a list of all the things, and act out each of these in the class.

**13. Chinese whispers:** Make all the children sit in a circle. Ask a child to whisper a message to the child sitting next to him. This child will whisper the same message to her/his neighbour and so it continues. The last child should speak out the message loudly. The first child has to decide whether the message is right or wrong. If it is wrong then each child will repeat the message she/he passed on to find out where the message changed. The child who changed it would then be the next leader.

**14. Who is at the door:** Make all the children sit in a semi-circle and ask one child to be the leader. Make her stand with her back to the children. The teacher taps one child who would get up and tap a stick on the floor. The leader asks "Who is at the door". The (visitor) child who tapped on the floor says, "It's me, please open the door". The leader then has to guess who the visitor is by recognizing the voice. If he fails to make a correct guess in three chances, the visitor becomes the leader.

**15.** Divide children in pairs. Ask children to look at each other and describe her/his friend like this\_\_\_\_\_ for example,

- Babita's hair is soft like silk
- Babita's eyes are black like.....
- Babita's nose is.....

EPC

**16.** Encourage children to think about the words that are very important to them e.g., mummy, Papa, *Bhaiya*, Nani and so on. Write the words on separate cards. Then ask children to draw a picture for each word.



## WRITING READINESS (FINE MOTOR DEVELOPMENT)

1. Print each child's name on a piece of paper in bold letters. Then give seeds (*rajma, channa*) to the children and ask them to cover the letter of their name with these.
2. Provide different coloured beads and objects (with holes) such as red bottle caps, green lids etc in separate bowls. Divide children in small groups. Give them shoe strings and encourage them to string only red objects/beads and so on.
3. Ask older children to create patterns by stringing alternate colour of beads such as one red, one yellow, one blue, and so on.
4. Give children old magazines and child friendly scissors and let them cut-out their favourite colour and shapes. Ask older children to cut the bold letters from the magazines they find in their name. Then using those letters ask them to paste their name on the paper. Similarly, you can write each child's name on a broad strip. Collect dice and add letters to the dice. You may need many dice. Take coloured buttons. Throw the dice. If a child gets the letter on a dice, she will cover it with button on the name strip. You can play this game in a small group.
5. Let older children trace over sand paper letters.
6. **Joining Dots:** Let PSII children join dots to form a letter/picture etc.
7. Encourage older children attempt to write their own stories and poems.

Observe that children are able to classify red beads and string them.

Observe that children are able to use the scissors.

## II. VISITS AND NATURE WALKS

1. Plan and take the children for a nature walk in the neighbourhood and let them explore on their own. Encourage the children to observe the surroundings.
2. During nature walks ask older children to look for five things they can see, five things they can hear and five things they can feel. Ask them to try and find a few things they can smell.

*(You may focus on just one sense for younger children)*

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

PS I & II

EPC

1. Help children make friends with each other.
2. Provide mirrors for the children to use during free play and also on the walls in various locations. Preferably every classroom should have a full-length mirror. Let children look at themselves and move in front of the large mirrors.

Observe whether children share and co-operate in play.



- For older children, the teacher can stand facing a group of children and perform a series of movements and ask them to do the same.
- Help children make greeting cards for their friends, family, birthdays and festivals.
- You can also make identical set of expression cards. Mix up the cards and let children match the cards of expressions like 'happy to happy' or 'sad to sad'.
- Encourage older children to invent their own games.
- Talk to children about the feelings and emotions that we all feel- happy, sad, angry, surprised, scared and so on. Show pictures of emotions and encourage children to express their feelings. PS I PS II EPC

Record children's interaction with each other.

#### IV. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

- Keep clean clothing, a purse, *dupatta* and other accessories in carton box and let children pretend and dramatise in their own way (*Ghar-Ghar*). PS I PS II EPC

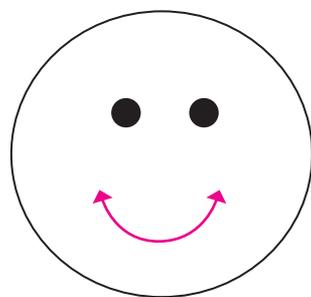
#### V. ART EXPERIENCES AND ACTIVITIES

Observe whether shy children find ways of entering into dramatic play.

- Encourage children to choose their **favourite colours** and paint/draw pictures of their choice.
- Encourage children to draw something and paint it with their favourite colour – e.g. a red umbrella/flower, yellow flower, green fruit etc. Provide an A-4 size paper to older children and ask them to draw themselves.
- Colour collage:** Collect coloured fabric pieces and help the children make a colour collage.
- Self Portrait:** Provide children with cut out of a face and let them decorate the face by attaching wool for hair, drawing eyes, nose and mouth on it. Encourage the children to describe their portraits and ask older children to verbally label the parts of the face.

Ask children to tell you about their drawing.

After discussing each child's drawing/work, display at eye level of children.



This is me

Name \_\_\_\_\_

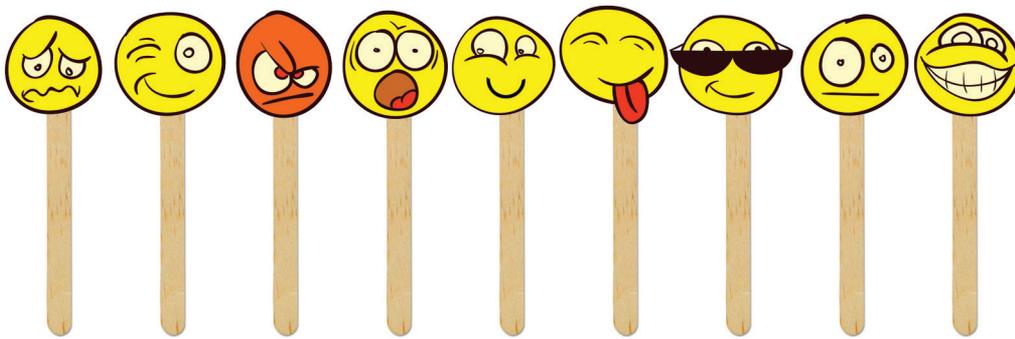
Logo \_\_\_\_\_



- Let older children place their left hand on the paper and trace on the outline. Later let them cut the traced / drawn picture of the hand and

write their name on it. Create a 'Name tree'. After tracing they compare their hands with hands of their friends (comparisons).

6. Let children observe their reflections in a mirror and then encourage them to draw their face. Ask older children to draw their friend's face. You may also ask older children to look at their friend face, then close her/his own eyes and try to draw their friend's face. Ask them to open their eyes and see what they have made. Children love to do this activity.
7. Provide magnifying lens to older children. Encourage them to look at their fingers using the magnifying lens and compare it with their thumb and finger print.
8. **Thumb Impression:** Provide inkpads and square pieces of chart paper. Let children press their hands / fingers on the inkpad and then press them on the paper to make thumb impressions. Later ask older children to create their thumb impression into animals, flowers, etc.
9. **Hand Prints:** Let children press their hands on the paint and do hand printing on the given paper. Encourage older children to create their hand prints into birds, flowers etc.
10. Cut small circles and draw different emotions on it and paste these on the ice-cream sticks. Talk about these emotions and let the children make such faces.
  - Create a story using these faces.



### 11. Clay Modeling

Set up a special space for clay modeling, Provide potters clay, coloured plasticine or coloured home made play dough and let the children create various objects on their own. This is a very good activity that can help young children to release some of their pent up feelings and emotions.

My Friend's name  
is \_\_\_\_\_  
and he Likes



Walk around, observe and visit each child as they work.

Observe children's eye-hand coordination.



OR

PS II

EPC

Help the children make charts of 'My favourite things' by drawing or cutting out pictures from old magazines.

12. "Me/Friend's posters" (Can be collaged or drawn).
13. Provide water colours, big brushes and paper. Encourage the children to mix two colours (at a time) to see what colour do they get?
14. Make simple handmade musical instruments and decorate them with paper tearing and pasting and glitters.
15. Associate different emotions with appropriate colour, Happy-Yellow, Sad-Blue, Angry-Red.

EPC

## VI. COGNITIVE EXPERIENCES AND ACTIVITIES

PS I

PS II

EPC

1. **What do you feel?:** Ask the child to close her/his eyes and give a feely bag with different objects in it. Let children feel it, identify it and then take out the objects and talk about it. Similarly let them feel and identify different objects in a sand box, or in rice filled plate. You may use rajma/*channa* also. Provide letter cutouts to older children and hide them in rajma filled bowl and ask them to find letters/numbers and talk about it.
2. **Sound boxes:** Take 5 boxes and put 30, 20, 10, 5 or 2 pebbles respectively. Make all the children sit in a semi-circle. Call one child at a time and ask her/his to listen to the sounds and arrange the boxes from loudest to softest. Initially, give only 3 boxes which are distinctly different in sound to a child. Gradually, the number of boxes can be increased to make the activity complex.
3. **One-to-one correspondence:** (a) Provide hooks to hang the water bottles/bags in the class. Make it a habit that each child will hang her/his bag on the hook i.e. one hook-one bag. (b) Ask one child to distribute one plate/napkin/biscuit to each child in the classroom. (c) Make five holes on the ground and ask the child to put one marble in each hole. (d) Lay five cookies in a row and ask a child to place one cookie under each cookie
4. **Tasting:** Ask a child to close her/his eyes and lace a little bit of one of the foods on her/his tongue. Let the child taste and identify what it is. You could ask the question, "How do you know?" and encourage the child to discuss the taste.
5. **Touch and feel:** Keep the objects in a tray. Make children sit in a semi-circle. Call children one-by-one and place different objects in front of them. Ask each child to feel the objects and classify them in two categories, e.g., hard/soft; rough/smooth etc.



6. **Feel and tell:** Make the children sit in a circle and select one child as a “leader”. Ask the leader to run and place an object behind any child. Without looking, each child has to find out if there is something behind her/him and then identify the object and explain it merely by touch.
7. **Aha and chi-chi:** Make the children sit in a semi-circle. The teacher calls out the name of any object. If that object has a pleasant smell the children have to say “aha”, but if it has an unpleasant smell then child have to say, “chi-chi”, for example, if teacher says “rose” then children will say “aha”, if teacher says rotten egg then the children will say “chi-chi”.
8. **Counting:** Make children sit in a circle and clap while counting 1 -10.
9. **Find the similar one:** Make the children sit in a semi-circle. The teacher will start the activity by showing a bangle and moving her finger around it and ask, “Which other objects in the room have a similar kind of shape” (indicating but not using the word ‘shape’). The children will name the objects and then the shapes.
10. **Tall and short:** Divide children into groups of 5. Ask the children to keep running around, while the teacher claps or plays the *dhapli*. When the teacher stops clapping, the children have to stand in a line in order of their height.
11. **Matching colours**
  - (a) Let the children match colours using colour dominoes.
  - (b) Make children stand in a circle. Show one colour card e.g. yellow and call out “Who is wearing a yellow colour dress or has something yellow?” Children who have anything yellow with them will come to you. **PS II**
12. **Loud and soft:** Let children be seated in a circle and ask them to be very quiet. Make a loud or soft sound like clapping hands, whispering, dropping a book, shouting, bursting a balloon, slamming a door, walking, jumping etc. Let each child in turn identify the sound that you have made as loud or soft. Children take turns to make loud and soft sounds and the rest of the class describes.
13. **Guess who:** Make ‘Guess who’ riddles describing individual children. Suggest clues that reflect the child’s positive characteristics. Encourage children to guess the name of that child.
14. **I hear sound** **PS II** **EPC**
  - Let the children sit in a circle. Ask them to close their eyes and keep absolutely silent for a moment and listen to the sounds they can hear. Then ask them what they have heard. Give clues and make the child aware of sounds in their environment.
  - Ask older children to sit in a circle, blindfold one child. Ask another child to move around the room making sounds. The blindfolded child must follow the direction of the sound and find the person.

Observe how children use words to describe colours, size and shapes.



### 15. Number cookies

This activity promotes matching, sorting, problem solving, one-to-one correspondence and teamwork among children.

Cut about 36- 40 circles from heavy cardboard.

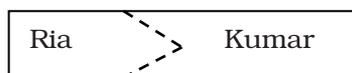
- Decorate these circles as cookies for example- draw chocolate chip dots on some; lines and colour on others and so on.
- Make a few cookies, similar to each other.
- Make happy faces on a few cookies.
- Then plan maths games that can be played with these cardboard cookies.
- Let the younger children match the identical cookies by colour / design/ number of dots on the cookies.
- With older children, provide 5/10 cookies and let them arrange the cookies in a row and count them by touching each cookie.
- Ask older children to sort the cookies according to their colour/ number of dots/pattern on the cookies.
- Similarly you can make different emotions, dots and patterns on cookies for older children.

### 16. Pattern making

- Let children place cardboard cookies in a pattern for e.g., Dotted cookie, colour cookie, lined cookie and so on.
- Let the younger children follow the pattern given and complete it. Similarly provide cut-outs of coloured shapes and give a pattern to children in a small group. Let children copy the pattern, extend the pattern and create patterns on their own.

17. **Name Puzzles:** Make a 'self-corrective' puzzle of each child's name, using both first and last names

Examples:



Observe how do children solve and complete puzzles.

18. Let children use magnifying glass (with you) for a closer look at eyes, fingers, tongue, teeth and so on.

19. Play with manipulative toys such as self-corrective puzzles, reasoning cards etc.

20. Select a child as a leader. Let her (along with you) look around and identify an object in the room. This child then gives the other children clues such as "with my little eye, I can see something that is big and blue. The other children must keep guessing from these clues.



21. **Photo matching:** Provide two photocopied photos of each child in a small group. Now encourage the children to match the photos. Older children can do it in a bigger group. Similarly you can keep their photo identify cards in the centre (all mixed up) and ask children to find their own.
22. Make figures using shape cut-outs(circle, oval, triangle and square)
23. **Tall-short friend:** Divide children in small groups. Take the height of each child by making her/him stand against a wall. Take strips of newspaper and paste one end on the wall to mark the height of each child. Put a label of each child's name on the top of the strip.

Help children communicate with each other during small group activities.

Ask-

- Who is the tallest friend in each group?
  - Who is the shortest friend in each group?
  - **Vijay** is taller than **Rashmi** and **Ria** and so on.
24. **How many?** Divide children in small groups. Give each group a bowl of beads, bottle caps etc. Ask children of each group to pick up a handful of bottle caps. Then ask them to count how many she/he picked up and then after counting put the bottle caps back to another bowl. Let older children write I picked up \_\_\_\_\_ bottlecaps. Ria picked up \_\_\_\_\_ bottle caps.
  25. **Measure the hand:** Give each child a square piece of paper. Then ask a child to place her/his hand on it and let her friend trace around it. Then ask children to compare whose hand is the biggest and the smallest.

## VII. BIRTHDAY CELEBRATIONS

PS I

PS II

EPC

1. Design a 'big birthday chart' where each child's birthday is displayed along with her / his photograph with a logo.
2. Help older children write their names and birth date on the 'birthday chart'.

Photo of the child

My name is \_\_\_\_\_

My birthday is on \_\_\_\_\_

3. Play or sing some birthday songs, provide some new snacks to eat, and read a new story to celebrate the birthday.'



## VIII. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES)

PS I

PS II

EPC

Let children use the handmade musical instruments while singing rhymes and songs.

### MUSICAL EXPERIENCES:

Sing the following rhyme with older children:

#### 1. मैं तो सो रही थी

“ मैं तो सो रही थी  
मुझे मुर्गे ने जगाया  
बोला कुक्कू कूँ कूँ कूँ  
मैं तो सो रही थी  
मुझे बिल्ली ने जगाया  
बोली म्याऊँ - म्याऊँ  
मैं तो सो रही थी  
मुझे अम्मा ने जगाया  
बोली उठ उठ उठ ”

Observe whether all children are involved and recite finger plays, poems and rhymes with actions and expressions.

#### 2. किसने बनाया फूलों को

किसने बनाया फूलों को, फूलों को, फूलों को ।  
ईश्वर जो ऊपर है ।  
ईश्वर जो ऊपर है ।  
किसने बनाया चिड़ियों को,  
किसने बनाया चिड़ियों को,  
किसने बनाया चिड़ियों को,  
ईश्वर जो ऊपर है ।  
ईश्वर जो ऊपर है ।  
किसने बनाया मछली को,  
किसने बनाया मछली को,  
किसने बनाया मछली को,  
ईश्वर जो ऊपर है ।  
ईश्वर जो ऊपर है ।  
किसने बनाया मम्मी को,  
किसने बनाया मम्मी को,  
किसने बनाया मम्मी को,



ईश्वर जो ऊपर है ।  
ईश्वर जो ऊपर है ।  
किसने बनाया बच्चों को,  
किसने बनाया बच्चों को,  
किसने बनाया बच्चों को,  
ईश्वर जो ऊपर है ।  
ईश्वर जो ऊपर है ।  
किसने बनाया हम सबको को, हम सबको , हम सबको।  
ईश्वर जो ऊपर है ।

### 3. मकड़ी ककड़ी लकड़ी

“हमने तीन चीजें देखीं  
दादा तीन चीजें देखी  
एक डाल पर थी एक मकड़ी  
लकड़ी पर बैठी थी मकड़ी  
लकड़ी मकड़ी ककड़ी  
मकड़ी ककड़ी लकड़ी  
ककड़ी लकड़ी मकड़ी  
हमने तीन चीजें देखीं  
दादा तीन चीजें देखीं  
एक खेत में थी कुछ बालू  
बालू पर बैठा था भालू  
भालू खा रहा था आलू  
बालू भालू आलू  
भालू आलू बालू  
आलू बालू भालू

### 4. **Good morning everybody**

*(To the tune of ‘Are you sleeping?’)*

*“Good morning everybody – 2*

*How are you all -2*

*We are all fine teacher -2*

*Thank you so much”*



5. **Friends**

*(To the tune of 'Jingle Bells'..... By Deborah R.)*

*"Friends are here, friends are there  
Friends are everywhere  
Lots of laughter come and play  
All throughout the day  
Friends have fun in the sun  
And even in the rain,  
Friends love to play and share  
To show how much they care"*

6. **Feelings**

*(To the tune of 'if you're happy..... By Lisa Sunbury)*

*"If you're sad and you know it,  
Cry boo hoo....  
If you're loving and you know it,  
Give a hug....  
If you're angry and you know it,  
Give a stretch....."*

7. **Hello Chant**

*'Hello, hello  
We sing in many ways  
Hello, hello  
Let's sing it now today"*

Play music and let children skip, hop, jump, run, relax and listen to the music.

Use a tambourine or drum and sing the 'hello chant' moving in a circle. Say / Sing 'hello' in different languages , such as in Bengali (নমোষকার) Tamil (येन्नागे) Telegu (नमसकाराम्), Malayalam (एन्दा विशेषम), Rajasthani (खम्मा घणी)

8. Provide adequate space, play music and let your children move their bodies to music.

9. **This is the circle that is my head.**

*"This is the circle that is my head.  
This is the month where words are said.  
These are my eyes with which I see.  
This is my nose that's a part of me.*



*This is the hair that grows on my head.  
These are my ears on the side of my head.  
My happy smile is here to stay.  
I am glad to be in school today.”*

**10. Cleaning Day**

*“I went to visit a friend one day,  
She only lived across the way  
She said she couldn’t come out to play  
Because it was her cleaning day.  
This is the way she cleans away,  
This is the way she cleans away,  
This is the way she cleans away,  
Because it was her cleaning day.”*

**11. Out in the garden each fine day**

*“Out in the garden each fine day  
With my friends I like to play  
I hop like this, I jump like this,  
I skip like this on each fine day.  
Out in the garden each fine day  
With my friends I like to play  
I run like this, I dance like this,  
I clap like this on each fine day”*

**12. If You're Happy and You know It**

*“If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
Clap your hands.  
If you're happy and you know it,  
And you really want to show it.  
If you're happy and you know it  
Clap you're hands”.*

*Other verses:*

*.....stamp your feet*

*.....shout hooray!*



.... *turn around*  
.... *jump up high*  
.... *come and dance*  
.... *wave your hands*

13. **All By Myself**

*(To the tune of “Three blind mice”)*

*Make children move in a circle and perform activities to words.*

*“All By Myself*

*All By Myself*

*See what I can do*

*See what I can do*

*I can brush my teeth*

*And hair so neat*

*I can put my socks*

*And shoes on my feet*

*I can get my napkin*

*And snack to eat*

*All By Myself*

*All By Myself*

*All By Myself*

*All By Myself*

*See what I can do*

*See what I can do*

*I can clean- up my toys*

*And ride my bike*

*I can kick a ball*

*And throw in the sky*

*I can read a book*

*And sing songs I like*

*All By Myself*

*All By Myself”*



## MOVEMENT EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)

PS I

PS II

EPC

### 1. **Follow me – “I am the leader”**

- Make children stand in a circle
- Select one of them to be the leader.
- Encourage her / him to jump, hop, wave and say to other children, “ I am the leader – Follow me”
- All the children then try to follow the leader.
- Continue the game by giving turns to other children to become the leader.’

Observe whether children run, hop, jump, climb, skip and move with great ability.

### 2. **‘I can do’ cards:** Make ‘I can do’ cards with pictures or drawings of skills/actions that the majority of the children in your class can do. E.g. ‘pictures of child jumping; painting, running, building blocks, etc. As you hold the card up and show it to the children, they do the skill/ actions or pretend to do it.

### 3. **Tippy – tippy tap:** Select one child as a leader while the remaining children spread out in the field. The leader calls out “tippy-tippy tap”. Children say: “Which colour do you want?” Leader: “I want....” (Naming any colour). Children begin to look for any object of that colour and the “leader” chases them, trying to catch them. The child who gets caught before having found an object of the named colour is considered ‘out’ and becomes the next leader.

### 4. **‘Let’s hop’:** Call out ‘Let’s hop’ and let children do hopping, crawling, jumping, dancing, tip-toeing, walking backward and so on.”

PS II

### 5. **Five corners:** Make five corners using different emotions and play like colour game. When the emotion is called out, children run and stand on that emotion.

### 6. **Find a partner:** Give children cards of different emotions, Play some music and the children dance, When the music stops they have to find a partner with the same emotion card.

### 7. **Emotion card race:** Give the children different emotion cards, turn by turn. Ask the children who have cards with happy faces to run. Similarly do the same with other emotions.

### 8. **Emotion hunt:** Hide emotion cards in different places in a class. Let the children hunt for them.

PS II

EPC

### 9. **Say and act:** Recite the poem and encourage older children to repeat after you and let them ‘act out the words’.



### **I can do it myself**

*“Cap on head, just like this, pull it down, you see.*

*I can put my cap on, All by myself, just me.*

*One arm in, two arms in,*

*Buttons, one, two, three.*

*I can put my shirt on, All by myself, just me.*

*Toes in first, heels down next,*

*Pull and pull, then see;*

*I can put my shoes on, All by myself, just me”.*

### 10. **Throw at a target**

- Have different coloured balls or bean bags such as red, yellow, blue and green.
- Cover and prepare the target box also in different colours.
- At one time focus only on one colour. Let the children throw a red ball/beanbag into a red box and so on.

Provide opportunity for a variety of physical activities.

### 11. **Musical colours:** Attach coloured circles (red, yellow, blue) on chairs/ floor. Play musical colours (similar to musical chairs). When you stop clapping/music and call out, “Green” children are supposed to sit on the ‘green circle chair’.

### 12. **Who is wearing red colour?”**

*(To the tune of “Farmer in the Dell”)*

Make children hold flags of different colours.

Let children move in a circle and say the following lines along with you.

*“Meena’ is wearing red,*

*Oh Meena is wearing red*

*Herry ho the Derry ho,*

*Meena is wearing red”.*

Let children search for the child wearing or holding red. Point to the child wearing red and so on. (Change name and colours accordingly).

### 13. **Me, Me, You!**

This game is played like the traditional game ‘Kokla Chipaki’.

Make children sit in a circle.

Select one child as a leader and ask her/him to walk around outside the circle, lightly tapping each child on the head.

And with each tap, she/he says, “ME ME” until she/he feels like saying, “YOU”, and at that point she/he starts running around the circle.



The child who was tapped as 'YOU' will jump up and run to catch the leader before she/he is able to sit on the vacant spot.

14. **Say Hello:** Ask children to form a circle. Throw a bean bag to a child. The child catches the bag and says 'hello' to another child in the circle and throws the bag to him/her (e.g. if Babita catches the bag she says "hello" to Reema, and throws the bag to her). Continue the game till all the children have said hello.
15. **Copy cat:** Make children stand in a circle. Make one child the "copy cat". She/he can wear a cat mask. When the "cat" makes an action like wiggling her/his fingers or stamping the floor, the rest of the children must copy the action. Then the "cat" gives the mask to another child who wears the mask and becomes the new "cat" whose actions others copy.
16. **Come next to me:** Make all the children sit in a circle. Start the game by saying, "There is a place next to me and I want Jaya to come and sit next to me, Jaya please come". The child must get up and come and sit next to you. Now the child sitting on the right of where Jaya was sitting will call another child to come and sit next to her. Let the game continue in this manner till all the children have moved from their original places.
17. **Zip-zap:** Make all the children stand in a circle. Let children introduce themselves to the group. All the children should know each other's names. Now stand in the middle and point to a child and say "zip". The child has to call out the name of the child standing to her right. When you point to a child and say "zap" then the child has to call out the name of the child to her left. Keep moving around and point to all the children by turns. Do it slowly at first and then start calling out quickly. If a child makes a mistake she/he should step out of the game. Carry on the game until only two children are left.
18. **Body percussion:** Divide the children into groups of four or five. Let each group make one kind of sound like blowing, whistling, clicking the teeth, snapping fingers, stamping, clapping, rubbing hands etc. Teach each group their sounds in a simple rhythm. Give them enough practice. Now to begin the game, call one group to make their sound keeping to the rhythm of a simple song they all know. In this manner each group makes its sound when called, in time to the rhythm or turn. Then you call out "every one join", and the whole group makes their sounds together.

Talk about what it means to share ideas.

Discuss the "feelings good" when someone likes what you are doing well.

## IX. STORY TELLING TIME

PS I & II

EPC

Make children sit close to you. See that children with special needs sit in front or nearby so that they can see the facial expressions and visual aids



Observe how children retell a story using text as support?

used by you. Tell a story of the related topic (see the list of story books given at the end of the theme). As you read the story move your index finger under the words. (This teaches your children that the print letters together stand for words).

## X. CONCLUDING THE THEME

Encourage the children to talk about:

- What are the things you like to do?
- What is your most favourite thing?
- What was your favourite game/song/story?
- Which is your favourite colour? Why?
- What is the colour of your teeth?

## LIST OF CHILDREN'S BOOKS

1. मेरी भावनाएँ (NCERT)
2. बहादुर दोस्त (NCERT)
3. बंटू मेरा दोस्त (NCERT)
4. बस मैं और मेरी दीदी (NCERT)
5. Brownie Bear loves fruits and vegetables
6. बदल गयी मीनू
7. Brownie Bear keeps his room dirty
8. यह क्या हुआ (NCERT)
9. नन्हे मुन्ने गीत (CBT)(Age group 5-8)
10. कुतुब की सैर (NCERT)
11. मेरा स्कूल (CBT) (Age group 5-8)
12. मैं क्या बनूँगा (CBT) (Age group 5-8)
13. मेरी चीजें (NCERT)
14. मेरा पलंग (NIPCCD)
15. क्या सही ? क्या गलत ? (N.B.T.)
16. क्यों? (N.B.T.)
17. Happy Sunday (N.B.T.) (Age group- 6-8 years)
18. A visit to the city market (N.B.T.) (Age group- pre-school)
19. Anandi's Rainbow (N.B.T.) (Age group- 6-8 years)
20. Flitter-flutter (N.B.T.) (Age group- years)
21. Good friends: A tale from Tanzania (N.B.T.) (Age group-6-8 years)



22. Greet when you meet (N.B.T.) (Age group-pre-school)
23. Lalu & the red kite (N.B.T.) (Age group-6-8 years)
24. I like the world (N.B.T.) (Age group-pre-school)
25. Mangu's top (N.B.T.) (Age group-6-8 years)
26. Guess what I'm doing (N.B.T.) (Age group-6-8 years)
27. Whatever you give.(N.B.T.) (Age group-pre-school)
28. What is right? What is wrong? (N.B.T.) (Age group-pre-school)
29. We Indians (N.B.T.) (Age group-6-8 years)
30. Unusual courage (N.B.T.) (Age group-6-8 years)
31. Tumpa and the sparrows (N.B.T.) (Age group-6-8 years)
32. The elephant and the dog (N.B.T.) (Age group-pre-school)
33. Shera & Mithu (N.B.T.) (Age group- years)
34. Red & Blue pencils: the same but not the same (N.B.T.)  
(Age group-6-8 years)
35. Matsya: The beautiful fish (N.B.T.) (Age group-6-8 years)
36. Mitha & her Magic shoes (N.B.T.) (Age group-pre-school)
37. Muthu's Dreams (N.B.T.) (Age group-6-8 years)
38. Red kite (N.B.T.) (Age group-6-8 years)
39. Yellow balloon red balloon (N.B.T.) (Age group-6-8 years)

**Audio CD – 40 (CIET)**

40. मैं भी
41. लालू और पीलू

**Audio CD – 43 (CIET)**

42. मेरी किताब

**Audio CD – 45 (CIET)**

43. मन करता है

**Audio CD – 4 (CIET)**

44. सफाई हम करेंगे

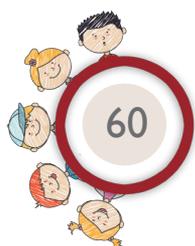


## SAMPLE CHEKLIST FOR THE THEME : ME AND MY FRIENDS

**Name of the Child**

**Dates**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. Can tell her/his name</li> <li>2. Can tell her/his friends name</li> <li>3. Can talk about her/his favourite things</li> <li>4. Can talk about her/his feelings</li> <li>5. Recognises her/his name with photo/logo</li> <li>6. Can tell when she/he is feeling proud</li> <li>7. Enjoys doing thumb/finger printing</li> <li>8. Identify different shapes</li> <li>9. Tell the names of the cut outs shapes.</li> <li>10. Can follow directions</li> <li>11. Has the child developed her/his fine and gross motor skills</li> <li>12. Identify the letter sound</li> <li>13. Can match the letter cards (covered under theme)</li> <li>14. Can say the sound of a specific letter that has been covered in a theme</li> <li>15. Can draw/cut pictures of things that begin with that letter sound</li> <li>16. Can sing along with the rest of the children</li> <li>17. Can find the letter and highlight it on the paper</li> <li>18. Can create any model from clay</li> <li>19. Shows balance and control for ball skills</li> <li>20. Has learnt new words</li> <li>21. Is the child sharing interest in story books and other environment print?</li> <li>22. Are the child's language skills improving?               <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> </li> <li>23. What did the child learn about colours-               <ul style="list-style-type: none"> <li>◆ Match</li> <li>◆ Identify</li> <li>◆ name</li> </ul> </li> <li>24. Has learnt the rules of the classroom</li> <li>25. Has learnt the daily schedule</li> </ol>			



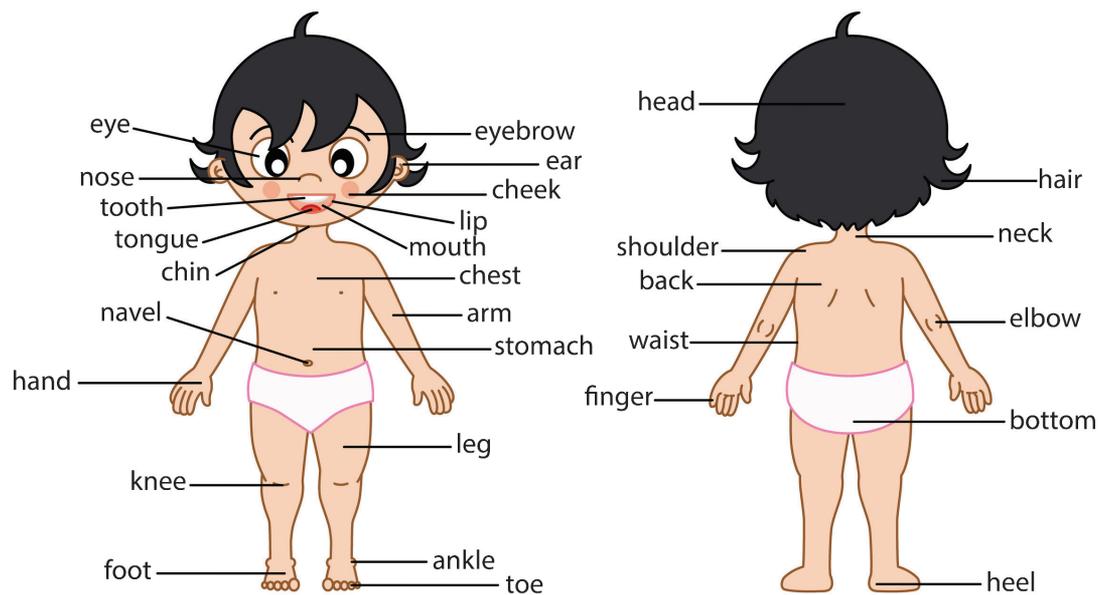
## Theme 2

# My Body

The Theme 'My Body' helps young children to become aware of their bodies. You need to support children's physical well-being by providing them activities and games in all the areas of development. You need to provide lots of opportunities and experiences to children so that they can learn about body parts (external), its function, health and hygiene. Activities, songs and stories related to different parts of the body make children aware of their bodies and body functions.

The Theme 'My Body' provides ample scope for children to explore and discover their bodies. *A warm up activity for the theme 'My Body' can be with an action song like, "Put your right hand in, put your right hand out". Children stand in a circle and sing the song with actions.*

**(Think about what you want your children to learn and to know by the end of this theme).**



# Theme: My Body



## Web Plan on My Body - PS-I





## Web Plan on My Body - EPC



## MY BODY

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### OBJECTIVES

To provide lots of opportunities for young children to learn that –

1. Every individual is special in her/his own way.
2. Every individual has a body with many parts. Each body part has a function.
3. Our bodies need healthy food, play, exercise and sleep to grow.
4. Eating fruits, vegetables and drinking milk keeps our bodies healthy.
5. Our body can move in many ways and do many things.
6. Our five senses help us to discover the immediate world.
7. Personal care and hygiene are important for our body.
8. We wear cloths to protect our body.

### MATERIALS

- |   |  |
|---|--|
| 1. Magnifying glass                     | 15. Old X-rays                               |
| 2. Blunt scissors                       | 16. Picture reading charts related to “body” |
| 3. Socks of different colours, patterns | 17. Crayons, markers                         |
| 4. Glue/adhesive                        | 18. Picture books related to human body      |
| 5. Chart paper                          | 19. Ink pad                                  |
| 6. Child height mirror                  | 20. Poster colours, brushes                  |
| 7. Hand mirror                          | 21. Papers/Old newspapers                    |
| 8. Shoe lace                            | 22. Balloon                                  |
| 9. Dolls                                | 23. Clay                                     |
| 10. Soap and towel                      | 24. Room freshener                           |
| 11. Bottle caps and string              | 25. Old clothes                              |
| 12. Ribbon                              | 26. Buttons                                  |
| 13. Story books                         | 27. Balance beam                             |
| 14. Cartons /boxes                      | 28. Plastic tub                              |

### THREE WAYS TO USE A BODY

1. Gross motor movements as in music and movement, dramatic play, dancing and outdoor play.
2. Fine motor or small muscular movement as in finger plays, tripod activities, body percussion and playing instruments.
3. Stillness as in concentrating while colouring a picture book, sorting different colours, seeds, shapes and so on.



## THEME BOARD

First of all make children sit in two groups. Provide both groups a body (outline) shape on a chart paper. Let them colour it with crayons. Then provide cut outs of eyes, nose, ears, lips and let them attach to the drawn and coloured body. Give wool to attach to the hair. You may make one for girl and another for boy.



After the children name the different parts of the body, you may label them with a thick black marker.



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

PS I

#### ● Finger Plays

1. अँगूठे ने कहा चलो बाग में चलें  
“ अँगूठे ने कहा चलो बाग में चलें  
पहली ने कहा हम क्या करेंगे, क्या करेंगे ?  
दूसरी ने कहा हम पेड़ पर चढ़ेंगे, पेड़ पर चढ़ेंगे,  
तीसरी ने कहा हम आम तोड़ेंगे, आम तोड़ेंगे  
चौथी ने कहा हम गिर जाएँगे, हम गिर जाएँगे  
सब ने कहा हम नहीं जाएँगे, हम नहीं जाएँगे ”

#### 2. **Tommy Thumb -2**

“Tommy Thumb -2  
Where are you?  
Here I am – 2  
How do you do ?”

#### **Other verses**

- ◆ Pointer finger-2
  - ◆ Middle finger-2
  - ◆ Ring finger-2
  - ◆ Little finger-2
- All fingers-2  
Where are you?

#### ● Poem/Rhymes

PS II

EPC

#### 3. **“When you’re happy and you know it, clap your hands**

*(Use different action words for different body parts)*

If you’re happy and you know it tap you knees.....

*(Wiggle your arms; nod your head, etc.)*

#### 4. **This is my body (To the tune of “Where is thumbkin”)**

“This is my body

This is my body

It’s the only one I’ve got-2

I’m going to take good care of it-2

Yes I am, yes I am”



5. **Put your hands way up**

*“Put your hands way up,  
Put your hands way out,  
Put your hands way down,  
And give a clap, clap, clap.  
Put your right foot out and in,  
Put your left foot out and in,  
Now put both your feet out,  
And kick, kick, kick”.*

6. **One finger and thumb keep moving**

*“One finger and thumb keep moving  
One finger and thumb keep moving  
One finger and thumb keep moving  
And we’ll all be happy and gay.  
Two fingers, two thumbs keep moving etc.  
Two arms, two fingers, two thumbs, etc.  
Two legs, two arms, two fingers, two thumbs, etc.  
One head, two legs, two arms, two fingers, two thumbs, etc”.*

**DISCUSSION ON THE THEME (CIRCLE TIME)**

PS I

PS II

EPC

(Vary the conversation/questions according to the age – group)

Tell the children that all the activities and games for the day/week will be about ‘body parts’.

Engage the children in a conversation and ask questions such as –

- Who has taken a bath in the morning? How do you feel before and after a bath?
- Do you use soap? Why?
- What did you eat in the morning?
- How do we clap?
- Which part of the body do we use for running?
- How do we eat food?
- How do you brush your teeth and how many times a day do you brush your teeth?
- What do we do with our eyes? How do we keep our eyes clean?
- Which vegetables/fruits do you eat? How does it help to keep your body healthy?

Invite children into discussions.

Listen to children carefully and answer children’s questions.

Allow children to express their opinion.



Talk about the external parts of the body and what each part can do.

Encourage children to show you the external body parts as you talk/sing about them.

Invite children to brainstorm a list of the things they can do with their feet and legs.

Talk about our senses.

- **Discussions with children help them to further improve and plan 'My Body' theme programme.**
- **Observe and listen to children as they label and name body parts.**
- **Observe children as they follow daily a self care routine such as washing hands before and after meals or after using toilets etc. Ask children to bring items that they use to clean their body.**

## LISTENING AND SPEAKING SKILL

Listen to children's remarks/comments as they look at photos, picture books in the literacy area.

Observe children as they label body parts.

1. For critical listening, activities like listening to clues to complete a thought are also useful. For example, "We take the toothbrush, put toothpaste on it and then....." Let the children complete the sentence.

2. **Creating/Making an 'All About Me Book'**

PS -I &II

EPC

This is a book the child starts at the beginning of her/his school year and keeps on adding throughout the year.

*Ensure that language needs of all children are addressed and provided enough support.*

Simplify this book for **Pre-school (I)** by including:

- *Hand, foot, finger and thumbprints*
- *Chart of height and weight*
- *Pictures of favourite food, colours, shapes (cut from old magazines)*
- *Any story*
- *A picture of child's family*
- *Address, phone number, birthday*
- *What she / he likes to do*

3. **Story – making**

PS II

EPC

Make children sit in a circle and ask them to create a story "When I was a baby"

- Ask older children to tell you a story about themselves as babies. Later you can put the stories into each child's 'All About Me' book.
- With still more older group of children i.e., primary class children, let them tell story sentences about when they were babies. Put these sentences on a strip of paper.



- Then encourage the children to read each line.
- For older children, this activity can be extended. Encourage them to create a book of a simple story and illustrate each line.
- Write the child's name as author and put their books in the library area.

## READING READINESS

PS II

EPC

Provide a square piece of newspaper and encourage children to circle all the /b/ sound words in that piece of paper.

- Let children colour all the pictures where names begin with the /b/ sound.
  - During morning meeting ask all the older children to sign Bb while entering the class.
  - Draw a big Bb along with the related pictures. Ask the children to colour inside the drawn letter B.
  - Provide Bb colouring sheet and let children colour the letter using **Blue**, **Brown** or **Black** colour.
4. Label the 'Our Body' poster. Ask the older children to see, read and copy the names onto their paper where they have already drawn the shape of a body.
  5. **I Spy:** I Spy with my little eye something beginning with B (or buh). This game is excellent for developing perception of letter sounds.
  6. How many words can you see that begin with 'b' and 'n'?
  7. Write theme related simple vocabulary on the chalk board regularly or daily one 'word' on the word wall.

*Praise children for their efforts*

Make word cards for a few new words and let children match them, copy them and read them.

### **Remember!**

Remember preschoolers should not be expected to colour within the lines.

## WRITING READINESS (FINE MOTOR DEVELOPMENT)

### 1. **Lacing**

PS I

PS II

EPC

- Provide different cardboard cutout shapes. Punch holes on the sides to tie laces.
- Let children select coloured shoe string or yarn.
- Encourage children to lace the shoe string in and out of the holes in the given shape.

Observe children as they label and point body parts.

Observe each child without judging. Record the smallest details.



- This activity helps children to develop fine motor skills.

## 2. **Thumb Face Puppet**

- Use a ball pen to draw eyes and a mouth on the child's thumb.
- You may also make paper roll puppet for each finger and do finger play.

## 3. **Tracing around hand**

PS II

EPC

- Let older children trace around their hand and attach a paper stick and make a puppet.
- Take children for outdoor play and let older children trace around children's shadow and then ask them to paint it.

## II. VISITS

PS I

PS II

1. **Listening Walk:** Take a listening walk. After coming back to the classroom, encourage children to say the sounds they heard. (Ask which body part did they use to hear the sounds?)

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

PS- I & II

EPC

- Circle time: morning meeting (daily skill work, calendar, rhymes, colours, shapes, finger plays etc.)

*Observe children while they wash their hands and follow safe hygiene routines.*

## IV. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

### 1. **Doll's Area**

- Provide dolls that are easy to wash. Provide clothing for the dolls and which should also be washable.
- Provide zippers, buttons on clothing of dolls that should be easy to take off and put on (it helps to develop fine motor skill of young children).

### 2. **Bathing of Dolls**

- Provide a small plastic play tub with one or two inches of water in it.
- Provide plastic baby dolls (preferably) and let children bathe the baby dolls. Also, provide several small towels for drying the baby doll.
- In-between intervene and talk about body parts (external).

*Observe children's play and record the conversation.*

### 3. **Mirror Play**

Fix long length mirrors in every classroom. In case it is not there then provide hand mirrors for the children to use during free play.

Observe children's individual interests.



*You may also intervene and talk to them about the different parts of their faces.*

## V. ART EXPERIENCES

### 1. Finger prints

PS I

PS II

EPC

Spread rectangular pieces of chart paper or a big chart paper on the table suitable as per the childrens height.

- Provide ink pads or put any coloured poster paint on a plastic plate.
- Show children how to make thumb and finger print. Then, let the children make thumb and fingerprints by placing their index finger first on the ink pads/poster paint and then on the paper.
- Place a water tub with soapy water nearby so that children can wash their hands after they finish with finger printing.
- After their prints get dried up, provide a magnifying glass and encourage children to examine their fingerprint. Look at the excitement and record the comments.
- **Tactile Finger printing:** Mix one tablespoon salt into paint and let children move their finger and enjoy a tactile-finger-painting. (Which body part is associated with the sense?)

Observe and record how finger painting and clay modelling help children to relieve stress.

### 2. Footprints

Similarly do the same for foot prints!

- Place chart paper or brown paper on the floor. Tape the corners so that the paper will not move. Then ask the children to remove their socks and shoes.
- Let them step into the tub to which you have added poster paint. Place this tub on a newspaper. Then, help each child to walk on the spread sheet of chart paper. At the other end of the paper, place a tub of soapy warm water. Ask them to step into that tub and some other caregiver will help the child by drying her/his feet.
- Let children look at each other's prints and discuss the similarities and differences they see.
- To extend this activity with older children, encourage them to use the magnifying glass to look at the skin on their hands, arms and foot. Ask them to compare the skin with their finger/foot prints.
- This activity encourages children to experiment with a magnifying glass while at the same time provides a sensory experience. This helps children to discover more about their bodies.
- Let children do foot or hand prints set in plaster/clay. Let it dry and ask them to colour it.



3. Let older children **draw/trace** around their friend's bodies while they are lying on paper.

Keep samples of *each child's drawings and other work in large file folders i.e., Portfolios.*

4. **Make a face**

PS I

PS II

EPC

- Provide children paper plates or round cut outs from chart paper. Provide cutouts of eyes, nose, mouth, ears and buttons. You may also provide fabric cutouts. Encourage children to make a face. Provide wool for hair.
- Let older children colour the face and create the features using coloured crayons, markers. Once all the faces are completed, talk about them and discuss about the facial expressions on the faces. Then display all the paper plate faces on the display board.



Observe how each child playing with others.

5. **Clay/Plasticine Play:** Provide homemade coloured dough and let children develop sense of touch and create things on their own.
6. **Senses collage:** Divide children in five groups. To one group-give a picture of ears drawn on a chart paper; second group – Eyes; third group – Nose; fourth group – Hands; fifth group – Mouth/Tongue. Let children do paper tearing in their given part of the body. Go to each group and ask what you are doing? Which part of the body is associated with which sense and so on.

## VI. COGNITIVE EXPERIENCES

PS I

1. **Sense of taste**

- During snack time, encourage children to tell the taste of what they are eating.
- Bring samples of food articles with distinct tastes for the children, for example, *lime, imli, sugar, salt, neem* etc. Let each child try and identify the different tastes and associate them with the food articles.



- Use snack time to discuss the taste of various eatables with the children.

PS II

EPC

- Bring samples of food articles for the younger age-group. Ask each child to close her/his eyes and let her/him identify the tastes of different food items. For younger group, bring familiar food items, fruits etc.

## 2. I see colour

PS I

PS II

- Start with primary colours – red, yellow and blue. Ask children to look for as many red things in the classroom. Do with other colours also. Let children match and name the colours.
- For older children, link the colour game with sizes – “Who’s first to see something green that is bigger than a plant?”

3. **Smell the flowers:** Provide fresh flowers, small plastic/paper flower and ask the children to smell them. Let older children identify and smell the flower. Ask children which body part they use to distinguish between the fresh and paper flowers.

Let children interact with material.

4. **Sequential thinking cards** can also be made. These can depict any familiar activity, for example, bathing, brushing teeth, combing hair, playing, reading etc., in four to five cards. Jumble them up and give them to the children. Let the children arrange the cards in a sequential order as per their daily routine.

## 5. Match the textures

- Place variety of fabric pieces made out of different textures. Ask children to touch, feel and match the same textured fabric.
- Provide a variety of clothes made up of different textures. Let children wear them, feel them and enjoy pretend play.
- Provide summer and winter clothes; and raincoats to children. Let the children wear and explain related seasons.

## 6. Music Jinglers

- Prepare five Music Jinglers with metal/plastic lids. Attach one bottle cap with string to a lid. Music Jinglers will have two bottle caps and so on. Encourage the children to play and arrange the Music Jinglers in order from the one that makes the softest sound to the one that makes the loudest sound.

## 7. Matching and sorting socks

- Ask parents to send old and washed pair of socks of all sizes.
- Place all the socks in a shoe box or in a plastic basket.
- Then ask the children to match the socks according to their colour, size, pattern/print and texture.



- **Colour Dominoes:** Let children sit in small groups and match colours using colour dominoes.

#### 8. **How I have grown**

- Let children bring their baby pictures from home.
- Then click individual pictures of children when they first come to your class.
- Take a current picture of each child.
- Put each child's photo in a sequence and create a special photo wall in the classroom.
- During circle time, encourage each child to tell you about how she/he has grown e.g., my hands are bigger, I am taller, and so on.
- Let them look at themselves in a mirror and see how they've changed.
- Talk to them about all the things they can do now.
- **Imitate:** Let each child find a partner and stand face to face. Let them play a game of copy cat. One child will create/do an action and touch the body part and her/his partner will copy it.

Observe how do children solve and complete puzzles

#### 9. **Let's Measure**

PS I

EPC

- Cut different sized footprints and laminate them.
- Let the children sort these footprints into big and small. Discuss which is the smallest and which is the biggest?
- Encourage them to line up from smallest to biggest and vice-versa.
- Weigh and measure each child. Repeat this activity often so that comparisons can be made.

Ask children to describe what they have done.

#### 10. **Follow the Directions**

PS II

EPC

The teacher calls out, "crawl **under** the table"..... "give me **two** beads"..... "move **two** steps to the **right**"..... and **so on**.

11. Make some picture cards of food items with distinct tastes. Let the children classify these as salty, sour, sweet and bitter.
12. **Face Puzzle:** Collect large picture of children's faces from magazines, newspapers and posters etc. You may collect the entire body picture as well. Paste each picture on a cardboard and then cut into 4-5 pieces. For younger children cut the puzzle into 2-3 pieces. Then, keep each puzzle into separate envelopes. Then give it to the child to complete the face/body. Similarly, a body puzzle can also be made.

13. **Foot Puzzle:** Cut the print of the feet into separate right and left feet and create material for matching activity. (Create as many pairs as possible)

*Let children communicate with each other during small group activities.*



14. **Children's Height chart:** Measure each child's height. Then use coloured ribbons or crepe paper, create a graph to represent the children's height. EPC
15. Provide different items to measure such as lunch box dolls, toy cars, story books etc. Show them the measuring tape, a rule and demonstrate how to measure. Help children to see whose lunch box is the shortest, which doll is tallest, which toy car is longest etc.
16. Ask children to choose their partners and record each other's height and weight in their measurement books. Once they know how to measure, encourage them to measure each other possessions such as toys, lunch boxes, shoes, socks, pencil box and any other items children want to include.

## VII. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES)

*Move furniture if needed to provide enough space for movement.*

### MUSICAL EXPERIENCES

PS I

PS II

EPC

Play the music and children will move their bodies to the music, march to the music and so on.

Demonstrate and encourage children to do simple yoga exercises/*asanas* like *Setubandh* (bridge), *Ardha chandra* (crescent moon) and *Vriksh* (tree) etc.

1. **शरीर के अंग**  
मेरा एक सिर है सोचने को,  
मेरी दो आँखें हैं देखने को।  
मेरे दो कान हैं सुनने को,  
मेरी एक नाक है सूँघने को।  
मेरे दो हाथ हैं काम करने को,  
मेरे दो पैर हैं चलने को।
2. **सुन - सुन- सुन**  
सुन सुन सुन भाई कानों से,  
देख देख देख अपनी आँखों से।  
सूँघ, सूँघ अपनी नाक से,  
कर, कर काम अपने हाथों से।  
बोल, बोल, बोल कुछ मुँह से,  
दौड़, दौड़, दौड़ अपनी टाँगों से।
3. **एक-एक-एक**  
एक एक एक,



नाक हमारी एक ।  
दो दो दो,  
कान हमारे दो ।  
दो दो दो,  
आँखें हमारी दो ।  
एक एक एक,  
नाक हमारी एक ।

4. **बिल्ली खुशी से गाती है**

बिल्ली खुशी से गाती है  
जब वह मंजन करती है  
जो नहीं मंजन करते हैं  
उनके दाँत गंदे होते हैं.....  
बिल्ली खुशी से गाती है  
जब वह मुँह को धोती है  
जो नहीं मुँह को धोता है  
उसका मुँह गंदा होता है...

(Continue adding other body parts and actions)

5. **Listen to the music and do this**

*“Clap your hands, clap your hands*

*Listen to the music*

*And clap your hands.*

*Wiggle your fingers, wiggle your fingers*

*Listen to the music*

*And wiggle your fingers*

*Stamp your feet, stamp your feet*

*Listen to the music*

*And stamp your feet*

*Shake your shoulders, shake your shoulders*

*Listen to the music*

*And shake your shoulders*

*Nod your head, nod your head*

*Listen to the music*

*And nod your head*

*Bend your knees, bend your knees*



*Listen to the music*

*And bend your knees.”*

**6. Head, Shoulders, Knees and Toes**

*“Head, Shoulders, Knees and Toes,*

*Knees and toes,*

*Head, Shoulders, Knees and Toes,*

*Knees and Toes,*

*And Eyes and Ears and Mouth and Nose.*

*Head, Shoulders, Knees and Toes,*

*Knees and Toes!”*

**7. Touch Game**

*“Touch your nose.*

*Touch your chin.*

*That’s the way this game begins.*

*Touch your eyes.*

*Touch your knees.*

*Now pretend you’re going to sneeze.*

*Touch one ear.*

*Touch two lips right here.*

*Touch your elbows where they bend.*

*That’s the way this touch game ends.”*

**8. Hoogey woogey**

*“You put your right foot in,*

*You put your right foot out,*

*You put your right foot in,*

*and you shake it all about.*

*do the Hoogey Woogey,*

*and turn yourself around,*

*That’s what it’s all about”.*

*2. left foot 3. right hand 4. left hand 5. right*

*shoulder 6. left shoulder 7. head 8. rear end*

*9. elbows 10. knees 11. nose 12. thumb 13. whole self*

*14. make up your own.*

Let children touch and point to the parts of their bodies.

Let children count different parts of their bodies.



## 9. Counting senses

*By Risa Jordan*

*“Counting senses*

*I see with my eyes,*

*I hear with my ears,*

*Two eyes, two ears.*

*I taste with my mouth,*

*I smell with my nose,*

*One mouth, one nose.*

*I touch with my hands,*

*I feel with my toes*

*Two hands, two toes.*

*My senses tell me*

*I’m truly alive.*

*Senses, one, two, three, four, five”*

## 10. Hoogey Woogey – Left-Right

- Mark each child’s hand to designate ‘left’ and ‘right’ using ‘blue’ and ‘black’ colour. Then make them stand in a circle and sing ‘Hoogey – Woogey’. Sing “Put your blue hand in”.... and “Put your black hand in”.... “Put your blue leg in”..... and so on.

## MOVEMENT EXPERIENCES AND ACTIVITIES

### (GROSS MOTOR DEVELOPMENT)

1. Create body sounds to accompany the songs in rhythm such as clapping hands, snapping fingers, clicking tongue, tapping feet etc.
2. Play music to skip, jump, run, walk, hop, exercise, relax and listen to. Ask children to walk with the drumbeats.
3. Play music and provide ample space. Encourage children to move their bodies creatively. PS I
4. **Obstacle Path**
  - Set up a small and simple obstacle path indoors for small children to crawl through (plastic tunnels), climb over (small chowkis) and walk over small sturdy chairs.
  - For older children, set up an obstacle path indoors/outdoors with big cardboard boxes, balance beams, tyres and plastic tunnels.

PS II

EPC



5. **Make “I do” cards** with pictures or drawing of movement and skills that majority of the children in your class can do. As you hold the card up, the children will perform the action. For example “I can jump” is written and there is a picture showing a person jumping.
6. **Colour dance:** Spread and paste coloured squares on the floor. Let each child stand on a coloured square. Play music and ask children to walk from square to square, Stop clapping or music and then ask children to say the name of the coloured square on which they’re standing. Play music–fast/slow.
7. Play music or play the tambourine/*daphali* and call out the movement. Encourage children to move their body accordingly.
  - *Make your body as small as rat.*
  - *Swim across the room.*
  - *Make your body as tall as you can by stretching it high.*
  - *Move across the room fast; move slowly.*
  - *Walk across the room taking big steps; take small steps.*
  - *Walk on your toes.*
  - *Let the children do movement on their own.*
  - *For younger children, simplify the movements and demonstrate a few movements.*

Watch children’s body movements and body language.

#### 11. **Walk on the Line/Balance Beam**

- Draw or attach eight-to-ten foot strip of coloured tape on the floor or place it on the balance beam.
- Let children walk on the line/beam – forward, backward or heel to toe.
- You may also tape it in a broad zig-zig manner for the older children.
- This is a great way for children to learn body balance and coordination.

#### 12. **“Simon Says.....”**

Play the game of “Simon says”. Make the children stand in a circle. As the teacher calls out, “Simon says”, touch your head, children should perform the action. Children who do not follow Simon’s command correctly or who follows a command not preceded by “Simon Says” are out of the game. Instead of saying ‘Simon Says’ use the child’s name and give simple directions.

#### **Following are some simple directions**

*Padma says –*

- *Wiggle your fingers*
- *Close your eyes*
- *Touch your chin*



### For older children

Reetu says –

- *Touch your chin to your right shoulder.*
- *Put your right hand on your head.*
- *Move your head back and forth.*

### 13. Body Percussion

#### “Johnny works with one hammer”

(To the tune of ‘He’s a Jolly good fellow)

(Replace child’s name and continue the action.)

“Reetu works with one hammer,

one hammer, one hammer,

Reetu works with one hammer,

Then she works with two.

Two...

Three...

Four...

Reetu works with five hammers,

five hammers, five hammers,

Reetu works with five hammers

Then she goes to sleep”

PS II

EPC

### 14. Throw Blue Balloons

Ask children to say the initial sound they hear in ‘Body’. Then give them balloons and ask them to blow only blue balloons (what initial sound they hear in blue balloon). Blow up only blue balloons and encourage children to hit the balloons back into the air with various body parts such as hands, elbows, head, knees, etc.

### 15. Touch your friend

Let children stand in pairs. Calls out any body part, e.g., ‘Head’. Then each pair needs to touch the heads of their partners and so on.

### 16. Stand Back-to-Back

Let children sit in pairs on the floor back to back. Then encourage each pair to stand up without taking help of arms.

17. **Hit the can:** Paste pictures of sweet, salty and sour things on 6-8 cans and label them also. Provide a ball and when the teacher call out, ‘Hit sweet can’ the children will hit the appropriate can with the ball. Younger children can look at the pictures and older children can read the label.



## VIII. STORYTELLING TIME

Collect theme related story books (refer to the list). Create on your own.

## IX. CONCLUDING THE THEME

(Reflections)

Encourage children to tell you about –

- What they have learned about their body?
- Let's name the parts of our body.
- Let's name the parts of our face.
- Look at the picture of an animal. How are our bodies different from the bodies of animals? How are our bodies same as animals' bodies?
- What was your *favourite* activity/game/song/story?
- Match the sense organs cards with related things/objects.

## LIST OF CHILDREN'S BOOKS

1. नाम था उसका आसमानी (NCERT)
2. चिलबिल सिलबिल (NCERT)
3. बदल गयी मीनू
4. Rupa the Elephant (NBT) (Age group- 6 to 8 years)
5. Body Parts (Tricolor books)

## SAMPLE CHEKLIST FOR THE THEME : MY BODY

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching Strategies for further action
1. Use the names and points to body parts.			
2. Talk about similarities between herself/himself and others.			
3. Sing songs while learning the body parts.			
4. Listens to stories.			
5. Talk about pictures, theme display, story books.			
6. Learnt new words.			
7. Is the child sharing interest in story books and other environment print?			



	Y/N	Detailed Comments (How well the child is doing)	Teaching Strategies for further action
<p>8. Are the child's language skills improving?</p> <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> <p>9. Participate in theme discussions and asks questions</p> <p>10. Match and classify according to who wears the clothing</p> <p>11. Listen and respond to simple questions</p> <p>12. What did the child learn about colours–</p> <ul style="list-style-type: none"> <li>◆ Match</li> <li>◆ Identify</li> <li>◆ Name</li> </ul> <p>13. Can recognise facial features.</p> <p>14. Identify different shapes.</p> <p>15. Tell the names of the cutouts of shapes.</p> <p>16. Name atleast two ways to use her/his hands.</p> <p>17. Identify the letter sound.</p> <p>18. Can tell the sound of a specific letter that has been covered in a theme.</p> <p>19. Can find the letter and highlight it on the paper.</p> <p>20. Can match the letter cards (covered under the theme).</p> <p>21. Demonstrate understanding of hygiene and sanitation practices.</p> <p>22. Sing along with the rest of the children.</p> <p>23. Talks about actions s/he can do with her/his body; hop, balance, jump and so on.</p> <p>24. Takes an active role in self care.</p> <p>25. Does action rhymes.</p> <p>26. Walks, marches, hops, gallops, jumps etc., on teacher direction using the available space.</p> <p>27. Shows balance and control for ball skills.</p> <p>28. Uses a range of writing tools - such as crayons, paint brushes etc.</p> <p>29. Uses scissors to cut on bold outlined pictures and shapes.</p> <p>30. Draws/cuts pictures of things that begin with that letter sound.</p>			



## Lesson Plan (PS I)

**Theme:** My Body

**Concept:** Emotions

**Objectives:** Children will be able to name, identify, match and differentiate the feelings of Happy, Sad, Angry, Afraid, Surprised.

Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Monday	<b>F R E E P L A Y F O R</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Cleanliness check ups</li> <li>Prayer and group singing</li> </ul>	<ul style="list-style-type: none"> <li>Circle time</li> <li><b>Mood tree:</b> Have a cut-out of big tree shape.</li> <li>Have cards which depict happy, sad and angry faces and discuss.</li> <li>The children come in the morning and pick a card related to</li> </ul>	<ul style="list-style-type: none"> <li>What makes you happy?</li> <li><b>Colour</b> the pictures that makes you happy</li> </ul>	<b>N U T R I T I O N T I M E</b>	<ul style="list-style-type: none"> <li>Free outdoor play</li> <li>Play (five emotions) Five corners</li> </ul>	<ul style="list-style-type: none"> <li>Hand print</li> <li>Create faces of different emotions</li> </ul>	Show and tell activity	Story and rhyme
Tuesday		-Do-		<ul style="list-style-type: none"> <li>What makes you sad?</li> <li>Match the sad faces.</li> </ul>		Find a partner	Draw and colour how you are feeling today	Picture reading (Birthday Scene) <b>Match</b> the initial letter "A"	Story and rhyme





Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00 Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)	
Wednesday	S E T T L I N G  (in small groups)	-Do-	how they feel today and hang it on the tree. • Have a discussion on what makes them happy, sad and angry. • To close the discussion the children sing a song to make them all happy	<ul style="list-style-type: none"> <li>• What makes you angry- <b>odd one out activity.</b></li> <li>• Circle the picture which is not angry.</li> </ul>		Emotion cards race	Join the dots to match the different emotions (pattern writing)	Story and rhyme	
Thursday		-Do-		<ul style="list-style-type: none"> <li>• What makes you afraid? Insert an activity</li> </ul>		Emotion hunt/ Mirror Activity	Mirror activity Name Pocket Bag	Story and rhyme	
Friday		-Do-		What surprises you? <b>Sorting</b> of picture cards of different emotions		Free outdoor play on equipments	Draw, cut and paste faces showing different emotions Make finger puppet of any one emotion	Dramatisation on the story	
Saturday	-Do-		Recap all the activities done during the whole week						

- Do all my children get the opportunities to experience activities and games under all domains?
- Am I observing and assessing my children continuously and regularly?
- Am I noting down/recording the observations?

## Lesson Plan (PS II)

**Theme:** My body

**Concept:** My Five Senses

**Objectives:** Children will be able to identify, name and talk about the functions of five senses.

Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	(Motor Development) Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Monday	<b>F R E E P L A Y F O R</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Cleanliness check ups</li> <li>Prayer and group singing</li> </ul>	<ul style="list-style-type: none"> <li>Sense organ (eyes)</li> <li>Discussion</li> <li>Identification of body parts</li> </ul>	<b>Face puzzle:</b> Provide 2-3 different face puzzles in small groups	<b>N U T R I T I O N T I M E</b>	Walking on a straight line	Tactile finger printing	Complete the sentence (Listening Skill)	Story and rhyme





Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	(Motor Development) Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Tuesday	S E T T L I N G  (in small groups)	-Do-	<ul style="list-style-type: none"> <li>Sense organ (ears)</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Music jingles</li> </ul>		Create body sounds with rhythm	Senses collage	Music and movement activity	
Wednesday		-Do-	<ul style="list-style-type: none"> <li>Sense organ (nose)</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Smell the flowers</li> </ul>		Simon says....	Bathing of dolls and play in doll's area	Provide a piece of paper, newspaper and encourage the children to circle all the "e" (Reading Readiness)	Dramatisation
Thursday		-Do-	<ul style="list-style-type: none"> <li>Sense organ (tongue)</li> <li>Discussion</li> </ul>	Tasting of different food items (naming the food item which they are tasting)		Hit the can (game)	Clay play	Play with thumb face puppet	Story and rhyme
Friday		-Do-	<ul style="list-style-type: none"> <li>Sense organ (skin)</li> <li>Discussion</li> </ul>	Match the textures		Touch game	Tracing around a friend's body	Matching the sense organs with related objects	Story and rhyme
Saturday		-Do-	Recapitulation and picture reading	What is missing?					

## Progression of Learning (A Sample)

AREA OF DEVELOPMENT	PS I	PS II	EPC
<b>Physical ( Fine Motor)</b>	Try to fill colour in a given drawing	Fill colour in a given drawing with increased fine motor movements	Fill colour in a given area/drawing with increasing accuracy
	String thread in big beads	String thread in small beads	Put a stiff thread/wire through holes arranged in a complex design.
	Tear large pieces of paper for paper tearing/pasting activity	Tear small pieces and easily do paper tearing/pasting activity	Do the activity effortlessly
<b>(Gross Motor)</b>	Respond to rhythm / beats while clapping with the adult who leading the group	Trace given shapes	Draw given shapes
	Point and name a few body parts	Respond to rhythm / beat with body movement like swaying, jumping etc.	Respond by simple dance movements in time with and to the beat of music
	Solve and complete two-three pieces jigsaw puzzle	Name all body parts and talk about functions of a few body parts	Name all body parts and talk about their functions
<b>Cognitive</b>	Name and identify familiar objects using different sense organs (sound, smell, taste, touch, sight) (see)	Solve and complete four-five pieces jigsaw puzzle	Solve and complete 6-8 pieces jigsaw puzzle and talk about it.
	Match textures of different kinds	Name, identify and differentiate familiar objects using different sense organs (sound, smell, taste, touch, appearance)	Describe the functions of the different sense organs
	Locate the direction of a sound	Match and identify different textures	Identify, sort/classify different textures
	Do simple matching games	Seriate sound from loud to soft	Seriate sound from loudest to softest and name them
		Identify a picture/object different from a set of identical pictures	Identify a picture/object different from a set of identical pictures



AREA OF DEVELOPMENT	PS I	PS II	EPC
	Classify objects on the basis of one attribute (Shape, colour, size)	Classify objects on the basis of two attributes (Shape, colour, size)	Classify objects on the basis of three attributes (Shape, colour, size) Seriate shapes
	Name and match primary colours	Identify primary and secondary colours by their names. Match objects with colours	Identify primary and secondary colours by their names. Match objects with colours
	Identify and name shapes	Identify and name different shapes	Match shapes with common objects in the environment ( <i>For example: Table top is a rectangle</i> )
		Measure and Compare height, weight, size	Measure and Compare height, weight, size
<b>Language</b>	Match and copy patterns Identify their own name cards with the help of their photograph.	Match, Copy and Complete patterns Identify their own name cards with logo ( <i>picture of their own choice that becomes like a symbol for their name</i> )	Describe, Copy and Extend Identify their name cards without logo/photo.
	Tell their first name	Tells their full name and street name	Tell their full name, age, class and house address
	Sign their name as early attempts of writing	Copy their names	Write their name independently
	Identify few letters especially those in their own names Match few letters	Begins to read letters/print on toys/posters/ labels etc., as images Match, identify and name letters	Read letters/print on the toys / posters/ labels etc., independently Name letters. Identify familiar words that come in story book and word walls

AREA OF DEVELOPMENT	PS I	PS II	EPC
	Identify family members in a photo and name them	Talk about their family members/ family events	Talk about their maternal/paternal family members/ events
	Use vocabulary related to family, e.g., father, mother, brother, sister, grandfather, grandmother	Use active conversation/ vocabulary related to family relationships, e.g., maternal aunt, uncle, paternal aunt, uncle, grandparents etc	Use active conversation/ vocabulary related to family relationships, e.g., maternal aunt, uncle, paternal aunt, uncle, grandparents etc
	Point and name a few body parts	Name all body parts and talk about the functions of a few of them	Name all body parts and talk about their functions
	Use simple vocabulary related to body, e.g., head, eyes, nose, mouth, ears, legs, fingers	Use more extended vocabulary related to body, e.g., neck, shoulder, elbow, knee, ankle, wrist, chest	Use still more extended vocabulary related to body, e.g., eyebrows, eyelashes, lips, cheeks, hips, thigh, etc.,
	Listen and recite simple short familiar rhymes with actions	Listen and recite simple rhymes with appropriate actions	Recite a simple poem/rhyme with appropriate dramatic expressions.
	Enjoy listening to the same stories repeatedly	Enjoy listening to and retelling the same stories repeatedly	Give words to create stories
	Discriminate between various common sounds in the environment	Identify a familiar object from its sound easily	Identify familiar people/ animals /birds and objects from their sounds.
		Identify the beginning sound of a word and make another word with the same sound	Identify both the beginning and end sounds of a word and make other words with these sounds
	Identify and name familiar and common objects and describe any activity in a picture depicting a familiar scene.	Describe the objects, characters in the picture in simple, short sentences	Indicate the theme of the picture and make descriptive statements





AREA OF DEVELOPMENT	PS I	PS II	EPC
	Show interest in picture books/posters Use familiar vocabulary words with friends, teachers and other-care givers	Show interest in reading and writing readiness activities Use familiar vocabulary words with friends, teachers and other-care givers	Show interest in reading and writing activities Use familiar and some new vocabulary words with friends, teachers and other care-givers
<b>Social Emotional</b>	Say, "That's mine, when claiming for any preferred toy/object" Recognise feelings (happy, sad, afraid) Expresses and shares feelings and emotions (body movements and facial expressions)	Share toy/material in a small group Recognise feelings - (happy, sad, angry, afraid, surprised, excited) Expresses and share feelings, ideas, experiences and emotions (body movements and facial expressions)	Cooperate and share with others Recognise feelings (happy, sad, angry, afraid, surprised, excited) Express and share feelings, ideas, emotions and experiences through drawings and dramatisations (body movements and facial expressions)
	Accepts and adjusts to the new environment Begins to cooperate during activity and play	Show sensitivity to the feelings of others Accept and adjust to the new environment Cooperate during small group activity and play	Show sensitivity to the feelings of others Accept and adjust to the new environment Cooperate during small and large group activity and play
	Show their work to teacher/ care-giver Draw, colour, tear and paste (free hand /scribble)	Wait for her and his turn Talk with friends/adults about their work Draw, colour, tear and paste	Wait for her and his turn Talk with friends/adults about their work Draw, colour, tear and paste
<b>Creativity</b>			

# My Family

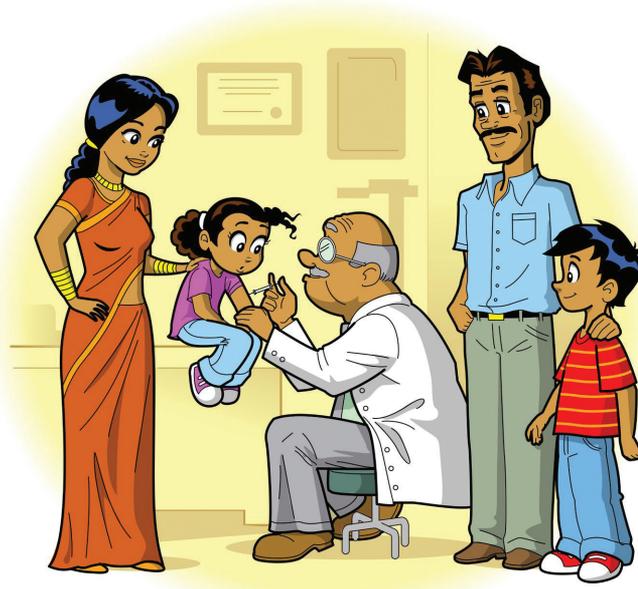
Talking about the theme “My Family” helps the young children to deal with separation anxiety. This gives your children the opportunity to talk about the most important people in their life i.e., their family members such as *papa, mummy, dada, dadi, nana, nani*, brother and sister.

Activities and experiences related to this theme encourage self-awareness among children. It also helps children to explore their family heritage. When children are involved in the discussion and talk about their parents, they develop an understanding of how important is each family member’s work and how a family functions. This helps them to better understand and appreciate their family members. Stories and rhymes related to this theme reinforce the children’s self-esteem and regard for their family.

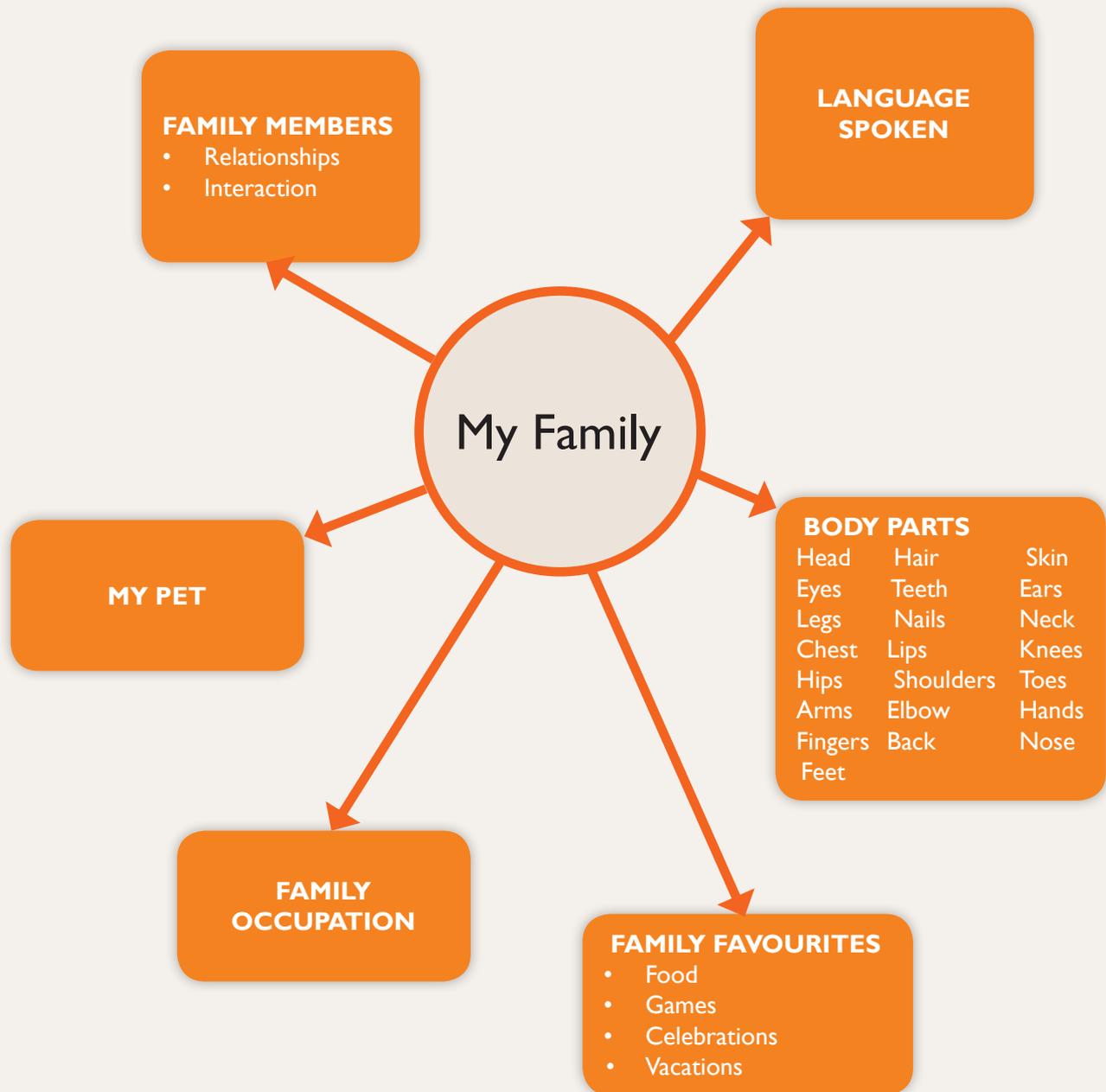
This theme will provide opportunities to learn about family members through lots of interesting games and activities like making family collage, portraits, dramatisation and enacting roles of family members, celebrating grandparents day, joining family puzzles and so on.

*Begin the theme by using a puppet to talk to the children about their family members. Manipulate the puppet and let the puppet talk to each child about her/his family, Who lives in their house? What are their names? and so on.*

**(Think about what you want your children to learn and to know by the end of this theme).**

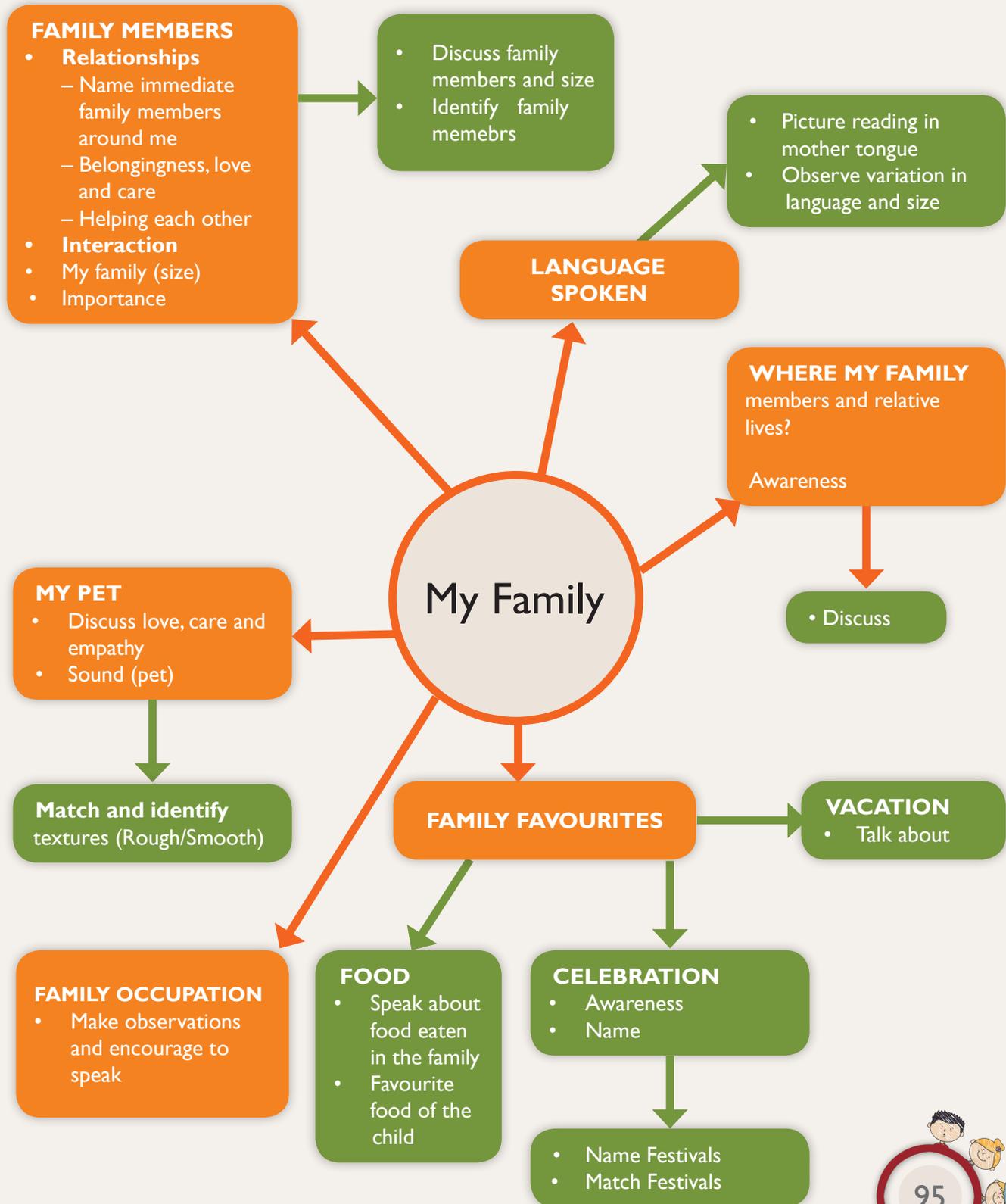


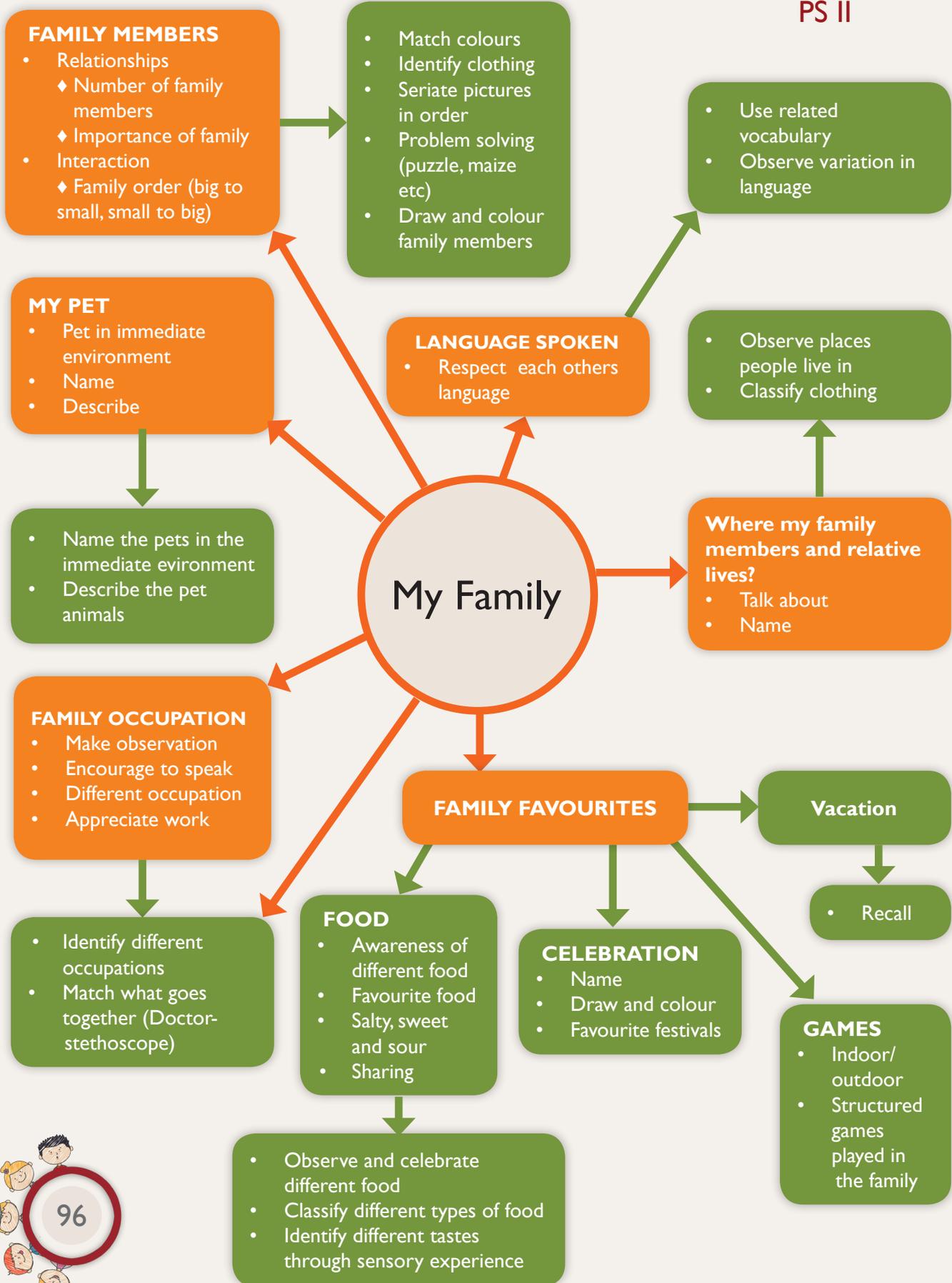
## Theme: My Family

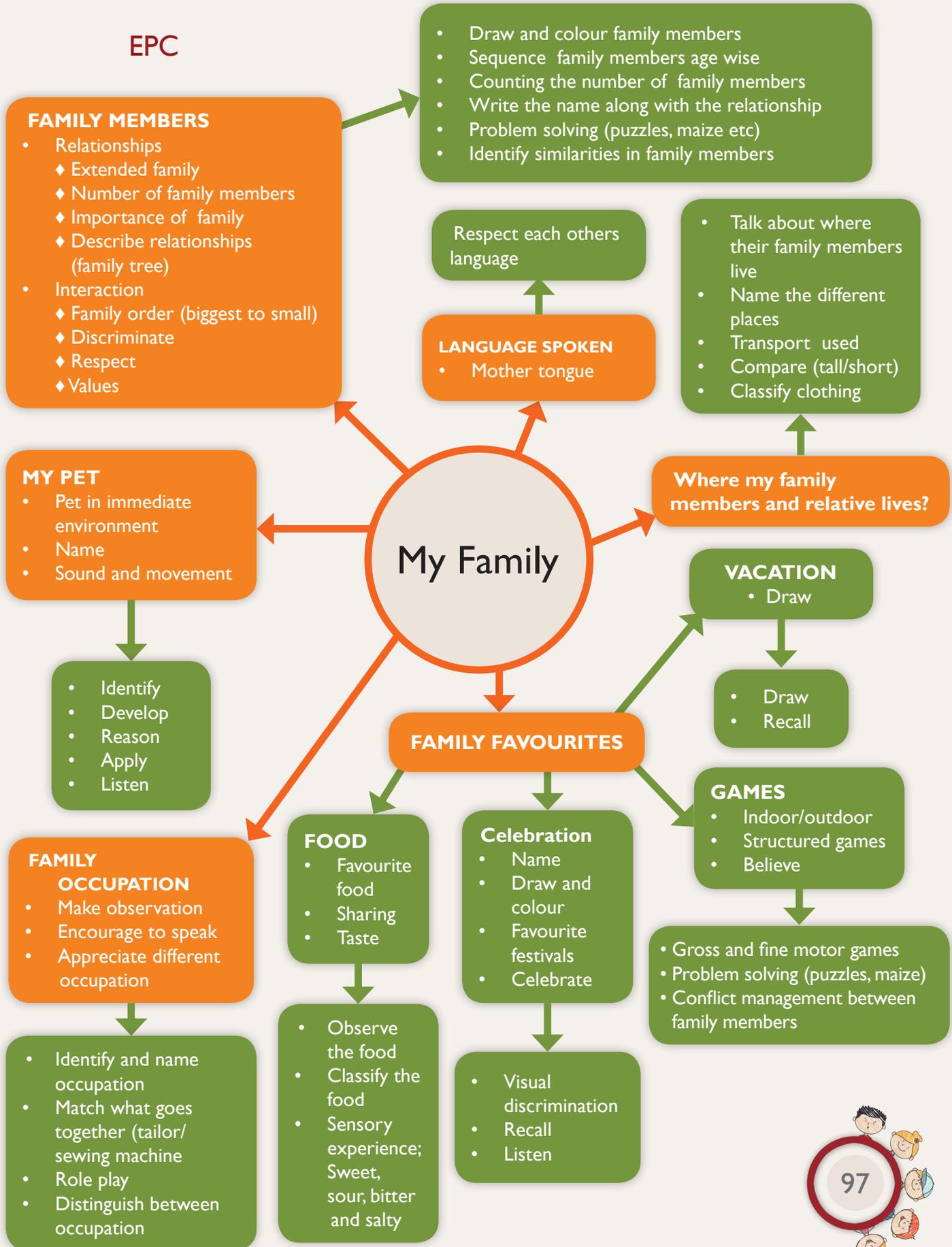


This theme encourages self-awareness and increase learning about family. The activities of this theme also help ease the separation anxiety among young children.

# PS I







## MY FAMILY

### OBJECTIVES

To provide opportunities for young children to learn:

- A family is two or more people (To know what makes up a family)
- Families have relations other than those who live together such as 'dada-dadi'; 'nana-nani'; aunty, uncle and cousins.
- Each member of a family is connected by love and each member of a family is important.
- Members of a family work and play together. They also help each other.
- Families have special foods that they eat.
- They celebrate festivals together.
- Some families have pets and they take good care of it.

### MATERIALS

- |   |   |
|---|---|
| 1. Brown paper bags/brown wrapping paper              | 13. Old magazines with picture of homes       |
| 2. Cutouts of leaves                                  | 14. Chart paper                               |
| 3. Family photographs                                 | 15. Glue                                      |
| 4. Bingo cards  | 16. Potato                                    |
| 5. Buttons/plastic circles/cutouts of coloured shapes | 17. Water colours                             |
| 6. Cotton/woollen gloves                              | 18. Bear family cards                         |
| 7. Glove puppet                                       | 19. Plastic jars with lid                     |
| 8. Crayons  | 20. Cutouts of coins                          |
| 9. Paper plate  | 21. Envelope                                  |
| 10. Shoe lace   | 22. Traced cutouts of hands of family members |
| 11. Pictures of animals and baby animals              | 23. Clothing                                  |
| 12. Pictures of people                                | 24. Maze                                      |
|   | 25. Story books on the theme "My family"      |

### THEME BOARD

While discussing on the theme with your children, encourage them to think about all the members of their family. Also, help them understand how family members help each other.



- Get the children involved in making a 'family tree' out of used brown paper bags or brown wrapping paper.
- Crumple/crush the paper to add texture to the tree.
- Staple it to the bulletin board in the shape of a tree.
- Cut big leaf shapes for the tree (let the older children cut the tree shapes themselves).
- For the younger children, write down the names of children along with their logos and the names of their mother, father (may attach a family photo also) on the leaves.
- Let the older children write their names on some leaves and on others their family names.
- If the children bring family photos, let them place these all around the tree.

## My Family



*(For this activity, send a note to parents at least one week before and ask them to send family pictures/collage of family photo to share with the class).*



## ACTIVITIES AND EXPERIENCES

### II. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

PS II

EPC

#### ● Finger Plays

1. “ यह है मेरे अच्छे पापा ”

यह है मेरे अच्छे पापा

यह है मेरी प्यारी मम्मी

यह हैं दादा लम्बे वाले

यह हैं दादी प्यारी-प्यारी

यह तो मैं हूँ सबसे छोटा/ छोटी

देखो कितना प्यारा-प्यारा / प्यारी-प्यारी

यह है मेरा पूरा परिवार

जिससे मुझ को बहुत है प्यार

(Modify and adapt the rhymes according to the need).

2. **This is my Father**

*“This is my father*

*Good and kind*

*This is my mother*

*With a gentle mind*

*This is my brother*

*Grown so tall*

*This is my sister*

*Playing with her doll*

*This is the baby yet to grow*

*This is the family standing in a row”.*

3. **My special family**

(To the tune of “Where is Thumbkin”)

*“Mummy is special*

*Mummy is special*

*Yes she is-2*

*Mummy is special*

*Mummy is special*

*Yes she is*



*Yes she is”*

*(Replace mummy with other members”).*

#### 4. **The Grandmother’s Glasses**

“These are Grandma’s glasses

This is Grandma’s hat

and this is the way she folds her hands

And lays them in her lap”.

PS I

PS II

EPC

### **DISCUSSION ON THE THEME ‘MY FAMILY’ (CIRCLE TIME)**

- Ask each child who is in their family. How many brothers and sisters in all?
- During circle time, let children brainstorm about ways to help their family.
- Discuss the members of each child’s family.
- Discuss the importance of family and the people who make a family (include all types of families e.g., joint and nuclear).
- Discuss the various activities families do together. e.g., “What things do we do with our families? What work and responsibilities does each family member have? How do we help each other in a family?”
- Encourage children to talk about the kind of food their family eat, which is the most favourite family food cooked in their home.
- Encourage children to find out more about their family. S/he can talk to the family members e.g., “When is your birthday? What is your favourite food?”
- Send an invite to children’s parents for ‘family circle time’ activity. Plan a grand parent’s day also.
- Let the older children talk to their parents and ask where was s/he born?
- Let older children discuss any family traditions.

(Send a note home explaining this theme to parents and ask them to send a photograph of their family).

Encourage and engage your children in a whole group conversation activity on the theme.

### **PUPPET PLAY**

#### 1. **Finger glove puppet**

- Take a cotton/woollen glove.
- Make faces of family members and attach to the gloves. You may sing the family theme song using the family glove puppet.



- You may also ask parents to send an old pair of glove to school and then involve older children to make the faces of family members.
  - Cut circles for faces and attach features using buttons for eyes etc. Add wool for hair.
  - You can also develop single hand glove puppet and use while doing 'conversation activity', singing rhymes and story-telling activity.
2. **Family Puppets:** Let older children cut pictures of family members from old magazines. Let them paste these on thick chart paper and then when dry attach a stick from behind to make stick puppets.

## LISTENING AND SPEAKING SKILL

PS I

PS II

EPC

### 1. Show and tell

- Make children sit in a circle.
  - Let them stand up one by one and encourage them to talk about their family picture.
  - Encourage older children to ask questions about the pictures if they want.
  - You can also use this activity for winding up or closing the theme.
2. The teacher should try to familiarise herself with the name of the children's parents of her classroom. During the circle time and transition activities, she should use their names for example: "If your father's name starts with 'A' you may go to the block's area"; "If your mother's name starts with 'M', you may go to the Doll's area".

PS II

EPC

3. Let children speak a few sentences- "I love my family because....." Note down or record the children's answers. Display these at eye level and later transfer to their portfolios.

## READING READINESS

PS I

1. Paste pictures of three girls and one boy and ask what is different?
2. Ask children to look at the pictures of their family members. Ask them to say their names, then say the initial sound that comes in each name.

PS II

### 3. Family BINGO

PS II

EPC

This is a 'reading readiness activity' and also for those children who are just beginning to read. This activity can be done in small groups as well as in a whole group. You can take the help of parent volunteers in preparing the BINGO cards.

- Make sufficient bingo cards for every child. You may also pair up two children and give one bingo to one pair.



- Write the name of family relationships on the card.
- Make the cards in such a manner that on each card the name of the relationship is written in a different order (to avoid rote learning). Cover the cards with plastic or laminate the cards.
- Write the initial letter in upper case letter and the remaining letters in lower case letters. (You may also print these names on the computer to same time).
- Collect large buttons, coloured/plastic circles or counters, cutouts of coloured shapes and give it to each child according to the names of the relations.
- Then play the game just like Bingo (Demonstrate the activity to children).
- You will call out the name and at the same time show the name on their cards.
- The first child who will cover all the names on her/his card will say, “BINGO”.
- To extend this activity to the ‘Literacy corner’ where one or two children can play this game, prepare and laminate relationship name pieces which the child can play on her/his individual ‘bingo board’. Keep this ‘bingo board’ along with the name pieces in the language area for one/ two children to play.

#### 4. **Finding Similarities and Differences**

- Have plastic or cardboard letters (both upper and lower case). Arrange groups of letters, all of which are identical except for one which is different. Ask children to find out which is different and remove the different letter.

E.g. **F F F P**

**M M N M**

- For PSII and EPC ask children to say the sound of the letters.
  - For EPC ask children to say the sound and what words start with that sound.
5. Encourage the children to draw and colour their family members. Encourage each child to say something about each family member that they have drawn. The teacher should write whatever the child says about that person on the drawing. After this activity collect all the pictures together and bind it into a class-book, keep this class-book in the language and literacy area.
  6. Let children draw a picture of a house on a white sheet or they may also create a paper house using paper folding. Ask each child to write



her/his name and address and also draw herself/himself on the paper house. Explain to the children that when you call out any of their addresses then that particular child has to stand when she/he hear the address.

7. Let children draw a picture of their family. Ask them to write a few sentences, telling about what their families like to do.

Teachers need to encourage 'reading readiness activities' such as read aloud stories, bed-time stories at home also and support the role of parents. She needs to provide interactive activities that children bring home from school to share with their family members. Parents who read bed-time stories and other books to their children every day and talk and show what they are reading promote a joy of reading and literacy achievement.

8. **Sound hop:** Place circles with letters on it on the floor. Let children jump on the circle as they say each sound of a letter/picture.
9. **Alphabet Sensory Play:** Keep magnetic or sand paper letters (F, M, P, B, S, D, N) in a small tub filled with sand. Let children find the letter, and say the sound. Let older children identify the letter and say their sound and make words with it.
10. Make 4-5 Letter Jars (clear jars). Paste upper case and lower case letters on them. Have cutouts of letters. Let the children match the letters to the jar and put inside the jar.

## WRITING READINESS (FINE MOTOR DEVELOPMENT)

### 1. Lacing

PS I

PS II

- Let children make a face on a given paper plate using crayons or cut-outs.
- Then you help punch holes around edges of the plate.
- Give shoes laces to children and encourage them to lace the face shape. (Demonstrate how to push the shoe string through the punched holes)

### 2. My Family Book

PS II

EPC

- Encourage children to draw pictures of their family members and pet if any. Ask them to colour these pictures. Those who do not want to draw and colour, let them cut pictures from magazines. Encourage older children to tell a story.
- Invite parents to your class (turnwise) and ask them to share their experiences related to their culture and tradition with all the children.

### 3. Find my house

PS II

EPC

Create your own maze for the writing readiness activity. Make a simple

Observe and assess children's problem solving skill.



wide path maze for PS II and a curvy path for EPC children. Let children first trace the path with their index finger for practice and then give them thick crayons to move on the maze. You can also create other path mazes based on the story “Goldilocks and the three bears”.

4. Give children opportunity to copy and write their name.
5. Use ‘Name Tags’ and ‘Name writing activity’.

### III. VISITS AND VISITORS

1. Plan grand-parents, day.
2. Invite parents/grand-parents to read a special story in the classroom (ensure that the stories need to be at the children’s level).
3. Let them talk to the children about members of the family.
4. Let family members bring a pet to the classroom.

### IV. SOCIAL AND EMOTIONAL DEVELOPMENT

1. **Clean up:** Encourage children to keep their toys and materials back to the storage after they finish playing with them. Let children help each other.
2. **Set the table:** Encourage children to lay the table for the snack time. (Putting place mats, plates, spoons etc).
3. Create a hygiene related snakes and ladder board game and let children play in small groups. Ask parents to do a similar activity at home.

### V. DRAMATIC PLAY

1. Set up a dramatic play area such as a house with kitchen utensils, dolls, table and chairs, dress-up clothes, bags etc.
2. Provide different types of clothes/ and other accessories in a pretend area. Let children try wearing them and do the role play.
3. Keep small hand towels/napkins in the dramatic play area and help them learn to fold napkins and hand towels.
4. Provide dolls and toy utensils and let them enjoy enacting and playing roles.
5. **Water play:** Let children give bath to their baby doll. Provide clothes and towels for the dolls.
6. **Telephone talk:** Recognising and dialling numbers and portraying the character of any family member.
7. Older children can create a role play with the help of the teacher based on ‘family’.



## VI. ART EXPERIENCES AND ACTIVITIES

PS I

PS II

EPC

1. Get children involved in making a “Book Mark” on the theme “My Family”.

### 2. **Potato Family**

PS II

EPC

Provide half cut potatoes in a small group, have a list of each child’s family members ready with you. Write each child’s name and her/his family’s name at the top of the paper. Let each child pick up the half cut potato and dip the cut end of the potato in the paint and then press it on the paper (she/he will print each member of the family on the paper, the number of the potato will be according to the number of the family member). Let the paint dry. Now ask each child to draw facial features to the potato print. Let the older children write the name of each of the family member, under each potato print.

3. Let the children draw their family picture. Let them label their mother, father, brother, sister and grand-parents.

4. Encourage children to draw pictures of their families, friends and pet.

5. Encourage older children to write the names of their family members on their individual drawings. For younger children, write each children’s name in front of her/him on her/his individual drawings. (Keep few examples of each child’s drawings right from the beginning of their schooling in her/his development portfolios).

6. Help children make birthday cards for their family members.

7. Provide old magazines with plenty of pictures of homes in it. Tell children that they have to look for pictures of houses in the magazine. Divide the children in small groups and ask them to cut pictures of houses (with blunt scissors). Let children paste these pictures on the chart paper to form a house collage. Ask children to draw picture of their homes. Provide their addresses and encourage them to copy the address at the bottom of their drawing.

8. Make masks of happy and sad faces. Encourage the children to express a happy or sad face to match the mask the teacher is holding up.

Observe and assess the development and progress of children’s fine motor skills as well as her/his emotional expression.

Observe the cutting skill of children.

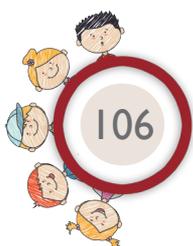
## VII. COGNITIVE EXPERIENCES AND ACTIVITIES

PS I

PS II

### 1. **Who is missing?**

Show pictures of family members or bring dolls from the doll area to represent families— mummy, papa, *dada*, *dadi*, sister, brother etc. Name each one and place all in front of children. Ask children to close their eyes. Remove 1 or 2 people and hide them. Ask who is missing?



2. **Household Sounds:** Collect common household objects that make a distinctive sound. Keep all these in a small box/ basket. Let children see these and discover their sounds. Ask children which is the loudest? Which is the softest? Keep this box hidden behind some book or cardboard. Take out one object and without showing it to children, produce a sound. Ask the children to try to guess which object is making the sound. **EPC**

3. Read the story book “Goldilocks and the three Bears” – As you read, invite the children to count the items (e.g. three bowls, three chairs, three beds).

4. **Who am I?**

Play a guessing game e.g., say, “I am thinking of a family member who helps in getting me ready for my school; gives me bath, helps me brush my teeth, who cooks dinner, who takes me to the park, etc. (Remember there is no right or wrong answer).

5. **Match the mother:** Provide pictures of animals, their baby animals, human and baby. Encourage children to match animals with their babies. **PS II**

6. **Match the people:** Have cutout pairs of people pictures such as, woman, man, new born baby, toddler, grandparents, pets. Paste one set of people picture on the file folder. Keep the other set out. Let the children match the people pictures. **PS II** **EPC**

7. **Sorting clothing:** Keep lots of pictures of family clothing or have real clothing and other accessories and keep them in a big carton/box. Involve a small group of children to work together to sort these by type. For example, all baby socks in one pile, all shirts in one pile and so on.

<b>Eating Breakfast</b>	<b>Brushing Teeth</b>	<b>Brushing/ Combing hair</b>	<b>Go to school</b>
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8. **My Family’s Day**

Give sequential thinking picture cards and encourage children to place them in an order. You may increase the number of cards for older children or when the children are able to do with four cards.

Provide ‘family cards of bears’ to children. This includes three bears in three varied sizes (big, small and smallest) along with three varied sizes of chairs, beds, bowls and clothing picture cards. Encourage the child to place three bears and accordingly sort the chairs, beds, bowls and clothing into the bears.



9. **Find the partner:** Children are given a card each with names for e.g., *Dada, Dadi, Papa, Mummy.....* Play some music; the children will dance. When the music stops they have to find their pair e.g., *Dada* looks for *Dadi* etc.
10. **Sorting pictures:** Give many pictures from old magazines of mother, father, child (boy/ girl). Let the children place the picture chart paper in different columns e.g., all father in one column and so on.
11. **Sorting of socks:** Collect a variety of socks. Have a discussion about the similarities and differences in these varied socks. Ask children the different ways in which these socks can be sorted. Ask: "Which is the shortest socks? Which socks should come next?" Ask the children to arrange the socks from the shortest to the longest.
12. Use photos of family members, pictures from magazines (standing position) to indicate tall/taller/tallest; short/shorter/shortest.
13. Keep one big carton box as a laundry box and keep different types of clothing (washed) in it. Encourage children to sort by type and size. Later ask them to arrange in order from biggest to smallest.
14. **Guess, who is missing?**

The number of pictures you use will vary according to the developmental abilities of your children.

- Cut pictures of different family members from old magazines and paste them on a mount board.
- You can use the pictures from different cultures or you may use the real photos also.
- Make them sit in a semi-circle.
- Let children look at the pictures.
- Ask children to close the eyes. Remove one of the family member pictures.
- Ask the children to open their eyes and let them tell you which picture is missing.
- Later, let the children remove one picture.
- For older children, increase the number of pictures.

#### 15. **Block building**

Provide small coloured interlocking blocks and encourage children to create houses during small group activity time. You can also add people and pets as props to extend imagination.

#### 16. **Coins in a jar**

- Take two small plastic jars along with a lid. Paste picture of one coin on one jar and two coins on another jar.



- Make a slit in both the lids for the coins to go through.
- Collect one and two rupee coins. (Be careful and warn children not to put the coins/beads in their mouth).
- Label one and two on respective jars (along with one and two pictures).
- Instead of real coins, you may cut coloured cardboard coins.
- Make children sit in groups. Place two jars in each group and coins in another open bowl.
- Then encourage children to pick up one rupee coin money cutout and put it in the 1 rupee labeled jar and two rupee coins in the two rupee labeled jar.

17. **Family puzzle:** Let children bring photos of their family members, paste these photos on the cardboard and make 4-5 pieces of puzzles out of it.

Keep each child's family members puzzle in a separate envelope.

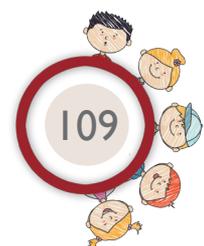
Divide children in small groups, give these family puzzles to each child and encourage them to complete the puzzles.

Similarly for **PS I** you may provide family member puzzles (two piece puzzles).

18. **Family hand banner:** Ask children to trace their family members' hand. Also, ask them to write the name of their family members on it. (Send home the required directions. **PS II** **EPC**)

Ask children to bring their family banner next day to the classroom). Then encourage each child to talk about their family banner. Let children find out the biggest and smallest hands (traced cutouts) in their family. Later ask them to seriate the traced hands in order. Display the family hand banners in the literacy area.

19. Plan a graph at the child's level (the number of family members each child has). Ask each child to tell the number of family members in her/his family. Now encourage and help the children to see the graph, "Which family has the most family members?" and "Which family has the least family members?"
20. **Tall, short and Seriation:** Let children sort family members pictures into tall and short and seriate them from tallest to shortest.
21. Pair the children and ask them to talk about their families to each other and find out the similarities in their families. Then ask them to share what they found with their friend.
22. Provide cutouts of family members and let children touch and count them. Provide counting sets.



## VIII. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES)

### MUSICAL EXPERIENCES

PS I

PS II

EPC

#### 1. घर - परिवार

चल मेरे घोड़े , तबड़क – तबड़क,  
चल मेरे घोड़े .....  
जाना है मामा के घर, लाना है छोटा हल  
चल मेरे घोड़े .....  
नाना का घर है बड़ी दूर , नानी देगी मोतीचूर  
चल मेरे घोड़े .....  
मामा का घर है आगे-आगे, मम्मी आँगी भागे-भागे ,  
चल मेरे घोड़े .....  
मौसी मेरी भोली-भाली, उसके साथ बजाएँ ताली  
चल मेरे घोड़े .....

#### 2. 'दादी अम्मा ने बोया दाना'

“ दादी अम्मा ने बोया दाना  
गाजर का था पौध लगाना  
गाजर हाथों-हाथ बढ़ी  
सोच तोड़ इसे ले जाऊँ  
हलवा गरमा-गरम बनाऊँ  
खीची चोटी जोर लगाया  
नहीं बना भई नहीं बना  
काम हमारा नहीं बना  
और बुलाओ एक जना  
फिर बुढिया का बुढड़ा आया  
दोनों ने मिलकर जोर लगाया

#### 3. 'घर बनाएँगे प्यारा '

“ घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
घर में होगा एक कमरा, कमरे में बैठी अम्मा ।  
अम्मा के साथ-साथ खाना खाएँगे  
घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
कमरे में बैठे पापा,  
पापा के साथ-साथ घूमने जाएँगे,



घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
घर में होगा एक कमरा, कमरे में बैठी अम्मा ।  
कमरे में बैठे दादा  
दादा के साथ-साथ टी.वी. देखेंगे  
घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
घर में होगा एक कमरा , कमरे में बैठी अम्मा ।  
कमरे में होगा .....

भइया के साथ-साथ मस्ती करेंगे  
धूम मचाएँगे  
घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
घर में होगा एक कमरा, कमरे में बैठी अम्मा ।  
कमरे में बैठी बहना  
बहना के साथ-साथ गाना गाएँगे  
घर बनाएँगे प्यारा, एक घर बनाएँगे-2  
घर में होगा एक कमरा, कमरे में बैठी अम्मा ।”

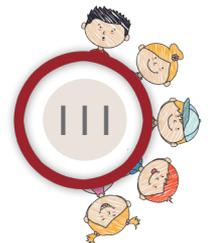
4. ‘ पापा ’

“ पापा पापा मेरे पापा  
दूर-दूर ले जाते पापा  
मम्मी-मम्मी मेरी मम्मी  
रोज़ खिलाती मेरी मम्मी  
दादा-दादा मेरे दादा  
सच बोलना सिखलाते दादा  
दादी-दादी मेरी दादी  
कहानी रोज सुनाती दादी  
भैया-भैया मेरे भैया  
मुझे रोज समझाते भैया  
मेरे घर में सब हैं प्यारे  
अच्छे-अच्छे न्यारे-न्यारे। ”

5. **I am a Member of my family**

*by Jo Eklof*

*“ I am a member of my family  
We live together peacefully  
We help each other really  
I am a member of my family”*



### **Additional verses**

*We love each other.....*

*We're kind to each other.....*

*We laugh with each other.....*

*We take care of each other.....*

*We play with each other.....*

*We smile at each other.....*

*We hug each other.....*

*We cheer up each other.....*

### **6. My Mamma's Cookies: Chanting Game**

Clap and sing this chant. You may also encourage children to do it in a pattern from simple to complete, for e.g., “clap-click-clap-click-clap”.

Include teacher-made musical instrument or tambourine (*dhaphli*) to emphasis the musical beat. Let children repeat after the teacher.

*“Mamma baked some cookies for the cookie jar*

*I ate a cookie from the cookie jar*

*Sister ate a cookie from the cookie jar*

*Brother ate a cookie from the cookie jar*

*Papa ate a cookie from the cookie jar*

*We all love cookies from the cookie jar”.*

(You can encourage children to add the names of family members.)

### **7. Brush brush your Teeth**

*“Brush brush your Teeth*

*Brush, brush, brush teeth*

*Brush them everyday*

*Father, mother, brother, sister*

*Brush them everyday”*

#### **Additional verses:**

◆ *Wash, wash, wash your face.....*

◆ *Comb, comb, comb your face...*

### **8. Every Mouse and Bumblebee**

*“Every mouse and bumblebee*

*Every mouse and bumblebee*

*Every bird up in a tree*



*Every caterpillar and lady bug  
Loves to feel his mother's hug  
Every bear so fat and funny  
Loves his mother more than honey  
Just as woodland creatures do  
Mother that's how  
I Love You".*

**9. We are a family**

*by Jackhartmann*

*"We're big – We're big  
We're small – We're small  
We're young – We're young  
And we're old – We're old  
We're all different people living together with love.  
We laugh – We laugh  
We play – We play  
We learn – We learn  
everyday – everyday  
We're all different people living together with love.  
Together with love.  
And we – we  
are –are  
a – a  
family – family  
living – living  
Together – together  
Together – together*

**Chorus**

*We are a family – family  
Wherever we may go  
We are a family – family  
I can feel our love – grow  
I can feel love grow".*



10. **Sing the song**

*(To the tune of “Mulberry Bush”)*

*“This is the job we do at home,*

*Do at home, do at home.*

*This is the job we do at home,*

*My family and me!*

*This is the way we wash the clothes*

*Wash the clothes, wash the clothes*

*This is the way we wash the clothes*

*My family and me!”.*

**Additional verses:**

◆ *Wash the dishes....*

◆ *Fold the clothes...*

◆ *Sweep the floor...*

*(Keep on adding the jobs which the children name)*

11. **Five little monkeys jumping on the bed**

*“Five little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor*

*And the doctor said,*

*No more monkeys jumping on the bed.*

*Four little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor*

*And the doctor said,*

*No more monkeys jumping on the bed.*

*Three little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor*

*And the doctor said,*

*No more monkeys jumping on the bed.*

*Two little monkeys jumping on the bed*

*One fell off and bumped his head*

*Mama called the doctor*



*And the doctor said,  
No more monkeys jumping on the bed.  
One little monkey jumping on the bed  
One fell off and bumped his head  
Mama called the doctor  
And the doctor said,  
Put those monkeys right to bed”.*

**12. The farmer in the Dell**

*“The Farmer in the dell  
The Farmer in the dell  
Heigh-ho the derry-o, the farmer in the dell.  
The farmer takes a wife  
The farmer takes a wife  
Heigh-ho the derry-o, the farmer in the dell.  
(You may choose husband, friend/ wife)  
The wife takes a child  
The wife takes a child  
Heigh-ho the derry-o, the wife takes a child  
The child takes a dog  
The child takes a dog  
Heigh-ho the derry-o, the child takes a dog  
The dog takes a cat  
The dog takes a cat  
Heigh-ho the derry-o, the dog takes a cat  
The cat takes a rat  
The cat takes a rat  
Heigh-ho the derry-o, the cat takes a rat  
The rat takes the cheese  
The rat takes the cheese  
Heigh-ho the derry-o, the rat takes the cheese  
The cheese stands alone  
The cheese stands alone  
Heigh-ho the derry-o, the cheese stand alone*



## MOVEMENT, EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)

PS I

PS II

EPC

1. Prepare '**Smiley shapes**' and spread them on the floor. Let children jump from one smiley shape to another.
2. Write each child's name with a logo on the smiley shape. Keep the smiley shapes on the floor in a circle or keep them on the chairs. Play music and ask children to walk around the circle of smiley shapes. When you stop playing the music, children will run to sit on her/his name smiley shape.
3. **Mummy says (Played like Simon says):** Mummy says, "Touch your ear"; and so on.
4. **Mother may I:** This is an old game. Make one child as a mother and the remaining will act as her children. Before making a move children will ask, "Mummy may I take two steps forward"? The child as a mother will say, "yes, but only if you brush your teeth". (Replace mummy with other members of family).
5. **Throw socks in a basket:** Collect old socks. Let children roll them up. Keep a basket or a tub at a distance. Let children throw the rolled up socks in a basket. (You need to make it clear for the children to understand that they have to fold and put their clothes away at home).
6. **I'm a driver:** Line up the chairs together as a car and encourage children to take turns as if s/he driving the family car.

## IX. STORY TELLING TIME

PS I

PS II

EPC

Collect theme related story books (refer to the list). Create on your own.

## X. CONCLUDING THEME

- Ask children to share the family book with the class.
- Ask them to explain the roles and responsibilities of their family members.
- Develop a checklist and use it to record children's participation.

## LIST OF CHILDREN'S BOOKS

1. भोलू भुलक्कड़ (NCERT) 3-6 year old
2. कुतुब की सैर (NCERT) 4-8 year old
3. किसना (NCERT) 4-8 year old
4. सात चिड़ियाँ (NCERT) 4-8 year old
5. सावन का मेला 4-8 year old



6. Goldilocks and the three bears 3-6 year old
7. मेरी बहन नेहा (NBT) 4-6 year old
8. अम्मा सबकी प्यारी अम्मा (CBT) 3-6 year old
9. मेरी माँ (CBT) 3-6 year old
10. मुर्गी माँ और चुनमुन 3-6 year old
11. Mother is mother (CBT) 3-6 year old
12. Families (Thomson Press) 4-6 year old
13. My mother (CBT) 3-6 year old
14. अम्मा नानी का चश्मा (Barkha Series) 4-8 year old
15. Goldilocks and the three Bears 3-6 year old
16. बाँस का घर (N.B.T.)
17. A house of bamboo (N.B.T.) 6-8 year old
18. A visit to the city market (N.B.T.) Pre-school
19. The sun and the moon (N.B.T.) 6-8 year old

## SAMPLE CHEKLIST FOR THE THEME : MY FAMILY

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
2. Match and sort things according to mother and father items. 3. Use crayons to draw the week's theme. E.g. "My Family". 4. Dramatics make-believe situations for e.g. "Being a mother/teacher/father". 5. What new words did the child learn? 6. Show balance and control for ball skills. 7. What did the child learn about colours: <ul style="list-style-type: none"> <li>◆ Match colours</li> <li>◆ Identify colours</li> <li>◆ Name colours</li> <li>◆ Sort colours</li> </ul> 8. What did the child learn about shapes: <ul style="list-style-type: none"> <li>◆ Match shapes</li> <li>◆ Identify shapes</li> <li>◆ Name shapes</li> <li>◆ Sort shapes</li> </ul>			



	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
9. Thread beads. 10. Count atleast ten everyday object readily. 11. Can identify numbers 1-5. 12. Did the child learn about pre-number concepts? (covered under the theme) 13. Is the child showing interest in story books and other environment print? 14. Are the child's language skills improving? ◆ Listening ◆ Speaking ◆ Reading Readiness ◆ Writing Readiness 15. Can find the letter and highlight it on the paper. 16. Can draw/cut pictures of things that begin with that letter sound. 17. Say the sound of a specific letter/word that has been covered in a theme. 18. Can match the letter cards (covered under the theme). 19. Create her/his own story. 20. Sing along with rest of the children. 21. Use the appropriate vocabulary to describe the relationship in a family. 22. Identify and talk about oldest to youngest in her/his family. 23. Share information about their families.			



## Theme 4

### My Animals



Young children have a natural curiosity about animals. They love to talk and listen to stories about animals. Many concepts can be taught /learnt from a well planned theme of animals like colour, size, shape, number and so on. Children become aware of physical characteristics of animals, what they eat, where they live, uses of animals, babies of animals and also develop sensitivity and an understanding of animals.

The world of animals is a big world and thus many sub-themes from this single theme can be developed such as, common animals, water animals, insects, farm animals, birds, jungle animals etc., depending on the age, needs and interests of the children.

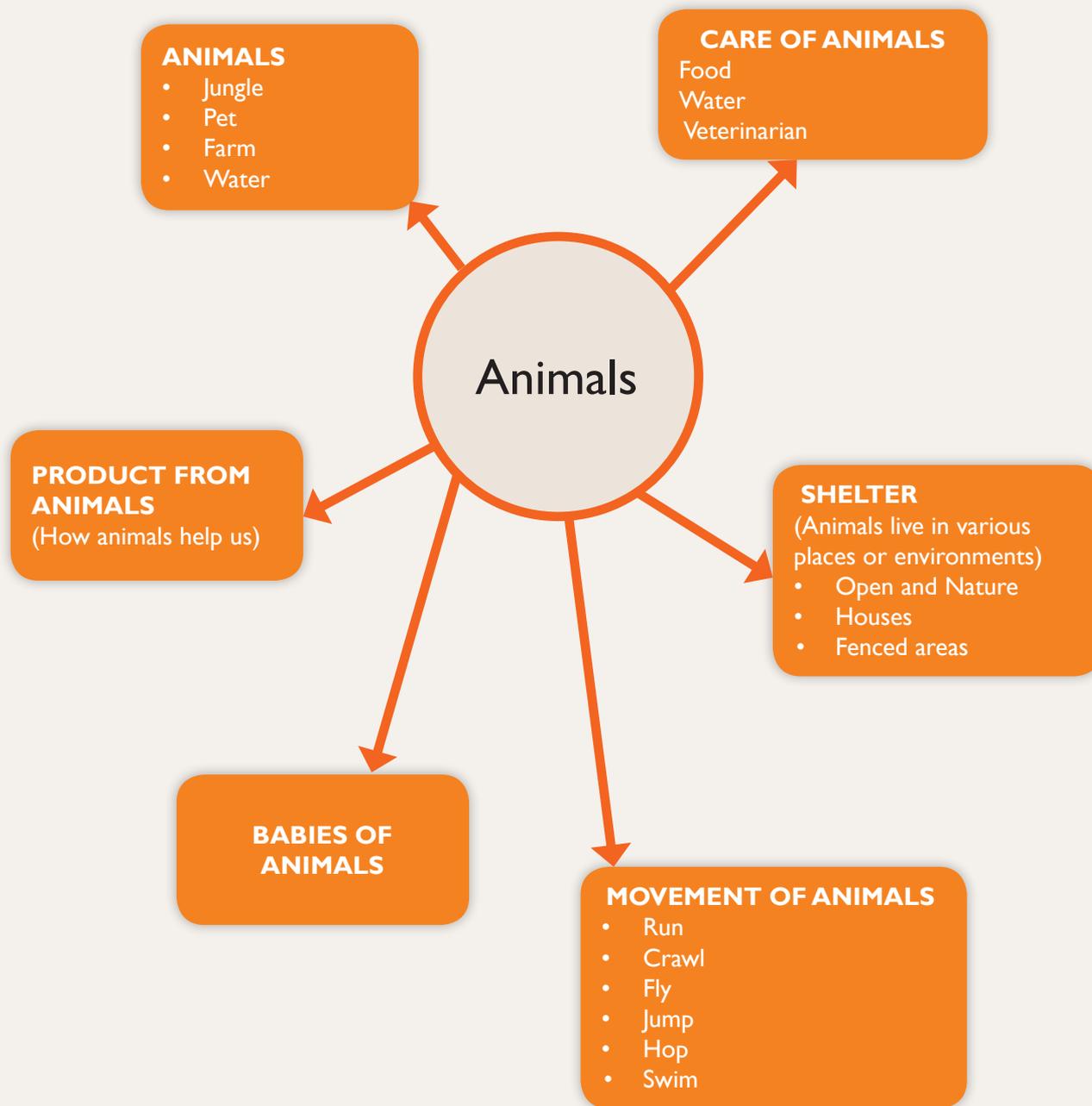
But it is important to remember that a well planned 'animal theme' must include visits or excursions, a visitor to the ECCE Center who will bring animals for study and observation. This will give the children first hand experiences. Ideas and sub-themes under the main theme animal has a wide range. Examples for sub-themes may include, farm animals (cows, buffaloes, hens, roosters, pigs, goats); zoo animals (elephants, tigers, lions, monkeys, bears etc); pets and domestic animals; jungle animals; insects (bees, spiders, ants, butterflies); animal babies; birds (specific birds common to locale); animals that live underground and so on.

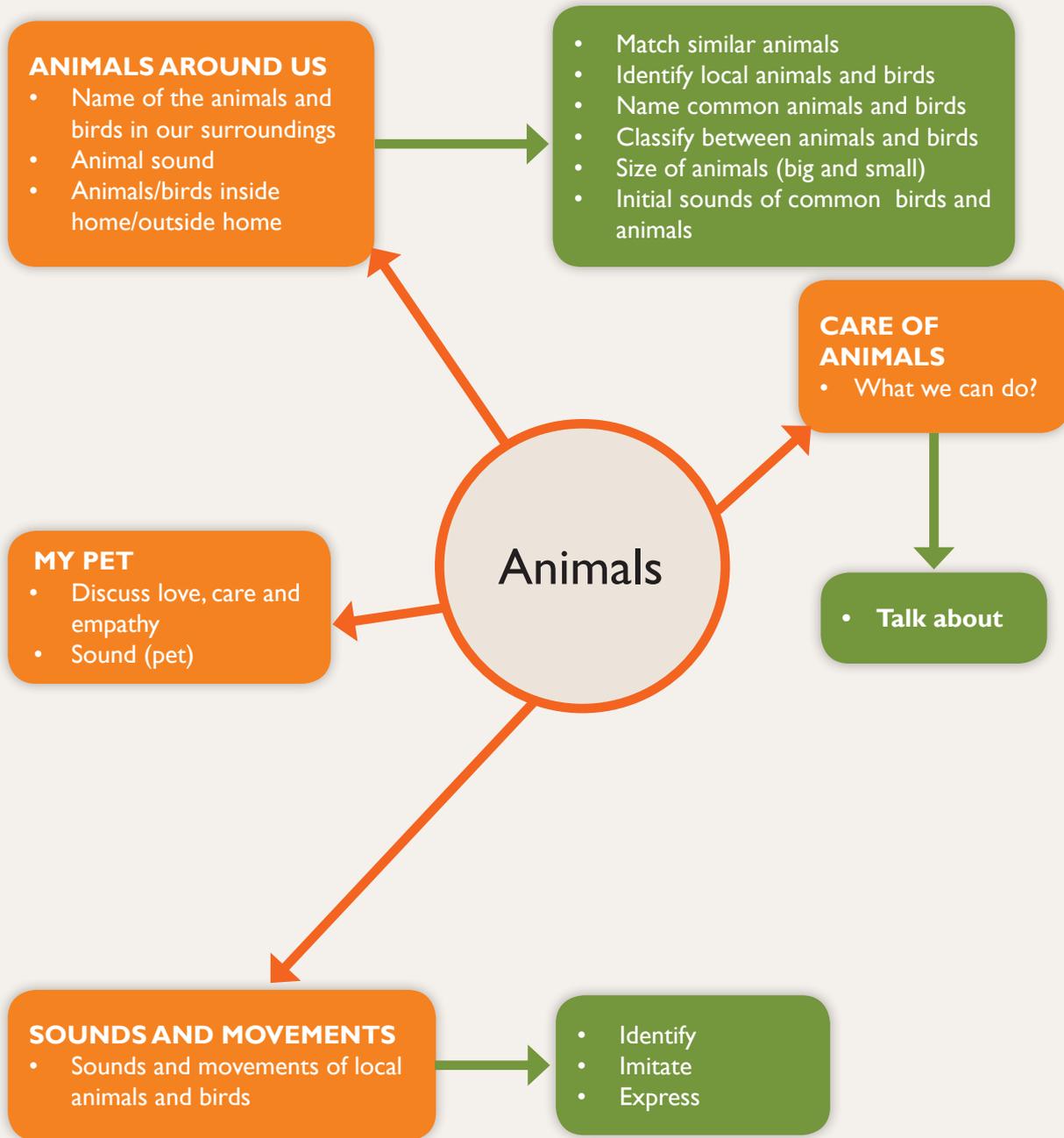
It is necessary to satisfy the children's curiosity about animals by creating an interesting plan around animals that include opportunities for studying and learning about the size, colour, sound, number, shape, food etc., along with the physical characteristics, habitats and uses of animals. By talking about animals through a well integrated thematic plan, children develop sensitivity and also understand the need for proper care of animals.

*To begin with, children can be asked to bring any picture of an animal or a toy animal or any book on animals. All the items can be kept in the centre during "morning circle time". Select any animal and encourage the children to say what they know about that animal. They may also be asked to talk about their favourite animal followed by finger plays or poems and rhymes*

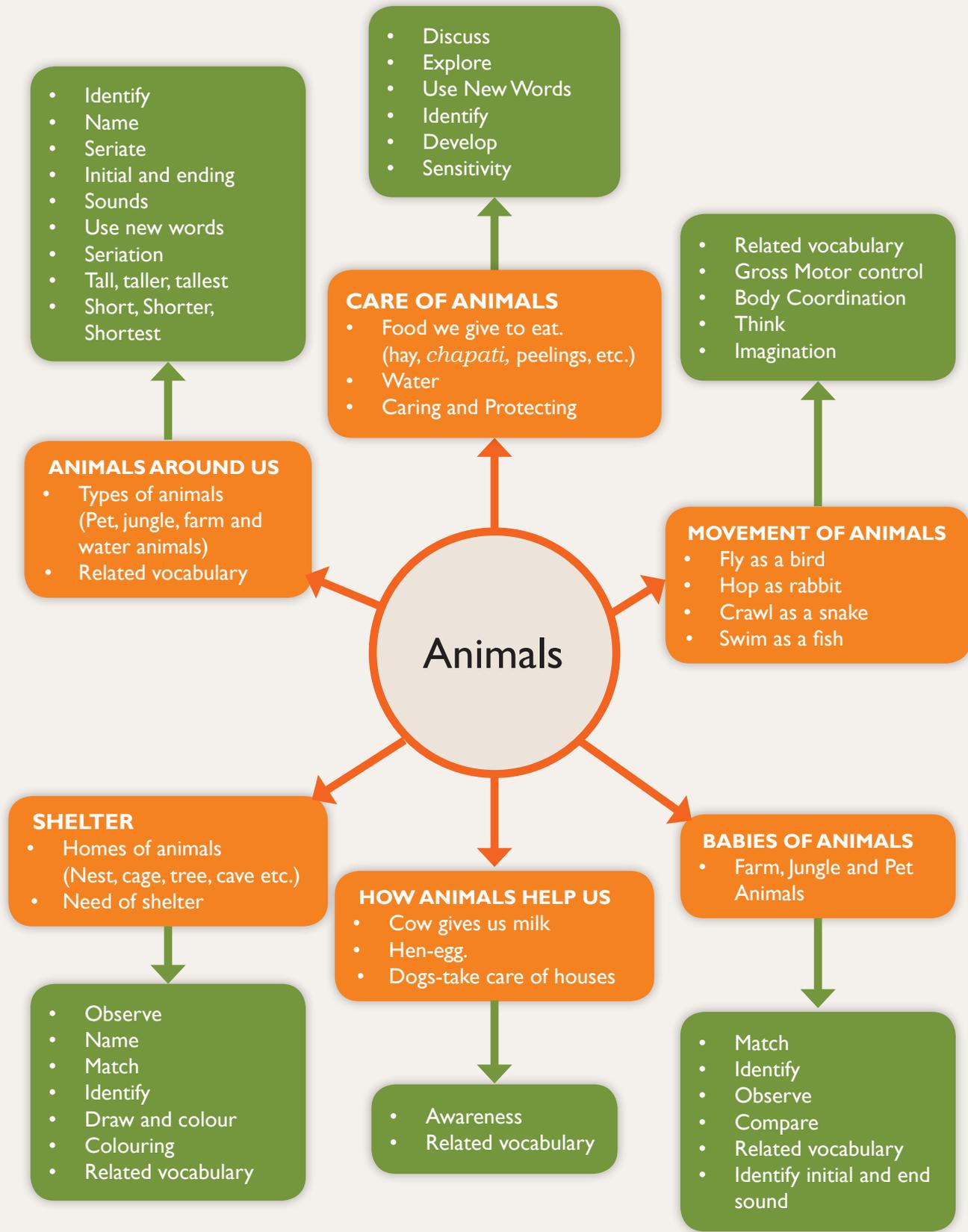
**(Think about what you want your children to learn and to know by the end of this theme).**

## Theme: Animals

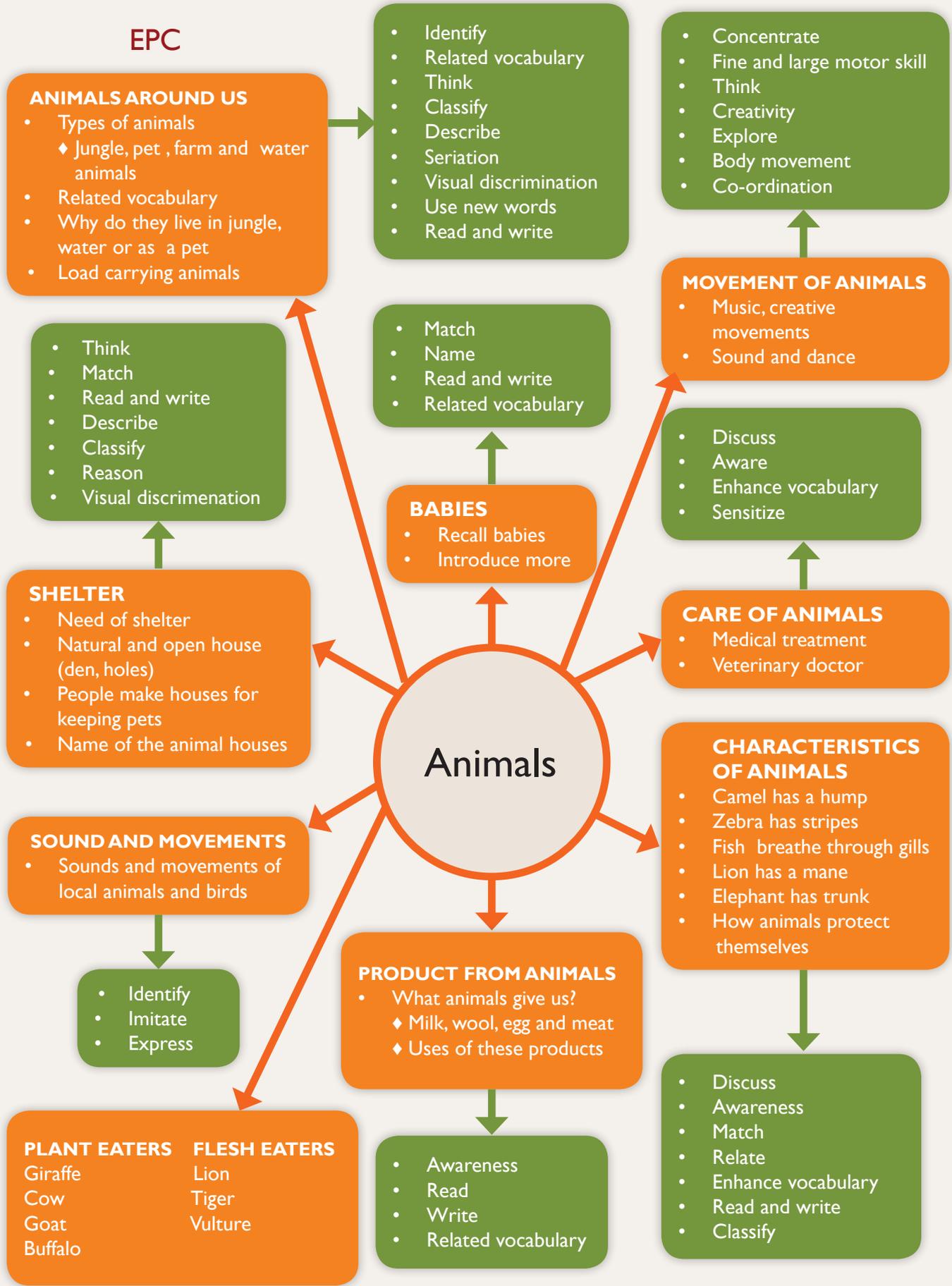


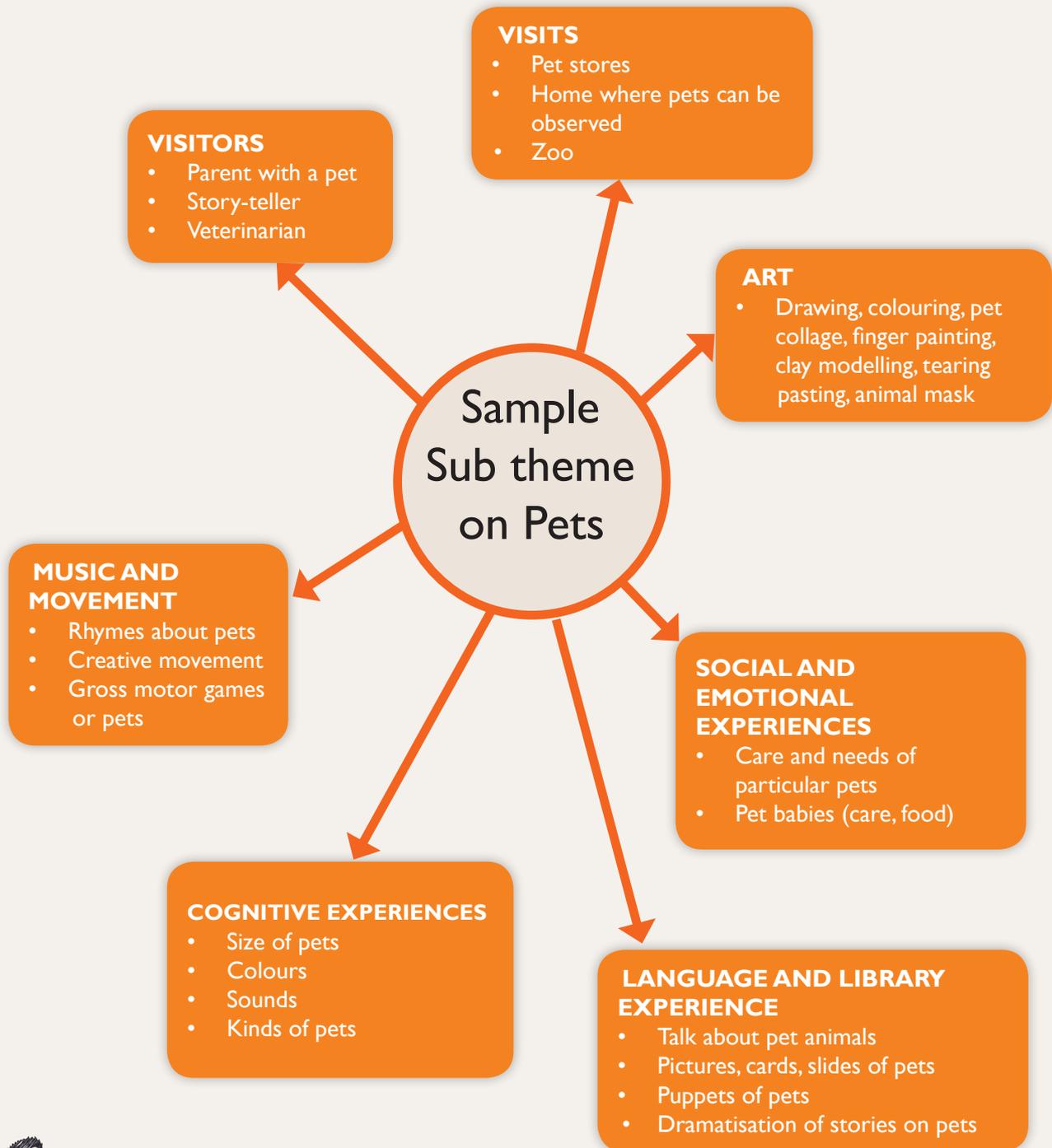


## PS II



# EPC





# ANIMALS

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**Objectives:** To provide experiences and opportunities for children to learn:

1. Animals have various kinds of physical characteristics, habitat, body parts and food.
2. Animals are found all over the world.
3. There are farm animals, wild animals, zoo animals, domestic animals and birds.
4. Animals move in different ways.
5. We can see wild animals in a zoo.
6. Children understand how animals help humans.

## MATERIALS

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Brown paper/green paper        | 13. Soap               |
| 2. Leaves                         | 14. Sponge             |
| 3. Ice-cream sticks               | 15. Towel              |
| 4. Match box sticks               | 16. Plastic toy animal |
| 5. Nylon string                   | 17. Crayons            |
| 6. Cut-out of animals             | 18. Water colours      |
| 7. Cut-outs of story cards        | 19. Masks of animals   |
| 8. Puppets of animals             | 20. Bird feathers      |
| 9. Pictures of animals            | 21. Animal puzzles     |
| 10. Tub                           | 22. Dominoe cards      |
| 11. Sand                          | 23. Flash cards        |
| 12. Tambourine ( <i>daphali</i> ) |                        |

## THEME – RELATED VOCABULARY

- |           |                         |
|-----------|-------------------------|
| 1. Animal | 4. Zoo                  |
| 2. Bird   | 5. Jungle               |
| 3. Baby   | 6. Pet                  |
|           | 7. Farm                 |
|           | 8. Action words related |



## THEME BOARD

This bulletin board is focused on animals. Two bulletin boards may be developed, e.g., 'Jungle animals in the zoo', 'Pet animals'. Involve children in making these bulletin boards. When the children are involved in creating this board they will be able to explore and understand the topic better.

- Crumple the used brown paper to give the effect of the trunk of a tree. Attach leaves made with green paper.
- Use ice-cream sticks or match box sticks for creating a fence across the bottom of the bulletin board.
- Attach a nylon string across the top of the board over the tress. Attach 'monkeys', 'owls', 'birds' using clothes peg.
- Give children cutout of animals and let them place these on the board.
- Finally title the board---: "Our Jungle animals" or create a zoo scene and give a title "Welcome to the Zoo"; "Our little pets".

## Animals



## ACTIVITIES AND EXPERIENCES

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### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

#### FINGER PLAYS

PS I

PS II

EPC

#### 1. This little cat said meow-meow

*“This little cat said meow-meow*

*This little dog said bow-bow*

*This little pig said grunt-grunt*

*This little cow said moo-moo*

*This little fish made bubbles*

*They were so good,*

*I took them all home!”*

#### 2. This Little Cow

*“This little cow eats grass.*

*This little cow eats hay.*

*This little cow drinks water.*

*And this little cow does nothing.*

*But lie and sleep all day”.*

#### 3. Five little owls

*“The first little owl has great, round eyes*

*The second little owl is of very small size*

*The third little owl can turn her head*

*The fourth little owl likes mice, she said*

*The fifth little owl flies all around,*

*And her wings make hardly a single sound”*

#### 4. Here is a bunny

*“Here is a bunny*

*With ears so funny*

*And here is his hole in the ground*

*When a noise he hears*

*He picks up his ears*

*And jumps in his hole in the ground”.*



## DISCUSSION ON THE THEME (CIRCLE TIME)

If possible, slides of animals may be used during the discussion about them. Do not talk about more than 5 to 6 animals at a time with young group of children.

PS I

PS II

EPC

### Conversation/Discussion Ideas (Morning circle time)

Before beginning to talk on animals, ask the children what they know about animals, who has a pet; who has visited a zoo etc.



*Take notes on white/black board in front of the children. Let them see that what they are talking, you are writing those things.*

- Animals have different kinds of physical characteristics.
- Animals move in a variety of ways.
- Animals live in various places or environments and in various kinds of homes (trees, jungle, zoo, desert, on the land, underneath the ground, near garbage, in water).
- Animals eat a variety of food.
- Animals grow and change.
- Animals make different sounds (these sounds may have a particular purpose).
- Many animals are useful to humans.
- Animals protect themselves in various ways.



- Common animals that children have seen in their immediate environment.
  - ◆ Jungle animals
  - ◆ Pet animals (before the pet arrives in the classroom discuss about safe ways to watch and care for it)
  - ◆ Zoo animals
  - ◆ Farm animals
  - ◆ Birds
  - ◆ Water animals
- Discussion of a particular animal by children  
(Provide a variety of picture books and information books on animals in the language area. Encourage children to look at the books, turn pages, ask questions etc.)

Try to let children see animals and birds eating and drinking water.

Help children find answers to questions how animals move, get their food and protect themselves.

After doing the conversation, revisit the white board and read the words and let the children follow you. Provide the “wild animal theme word list” to each of the children. Let each child read aloud those words. Then introduce “**wild animal word wall words**”. Introduce 4-5 words per week. Write and hang these words where everyone can see them.

## LISTENING AND SPEAKING SKILL

PS I

PS II

EPC

### 1. Picture talk/Show and tell

- Display pictures of zoo animals. Say, “I went to the zoo and saw a “\_\_\_\_\_”. Let the child select a picture and talk about that animal. Similarly, give toy animals to children or ask parents to send any small toy animal along with their child, one week before the theme has started duly labeled with the child’s name. Encourage children to talk about their toy animal turn-wise. After the theme is over, return the toys to the children.
- A set of animal pictures or flash cards can be used for naming the animals where each child will choose the animal card and talk about that picture (same animal picture cards can be used for classification activity).
- Older children should be provided with old magazines, old story books, discarded workbooks where they can find animal pictures and then cut for preparation of learning material. (This will also serve for fine motor development activity where children will use blunt scissors).

Ask open-ended question -what do you see in the picture? “What is happening”

Observe and assess their cutting skills.

**Classification activities at the verbal level also help develop critical listening.**

2. **Odd one out:** E.g., tiger, dog, cat, apple
3. **Sounds of Animals:** Encourage children to think about the sounds animals make. Involve them during circle time and encourage them to



talk about animals they have seen and heard. “What sound they make?” Do they all make the same sounds?” Sing animal sound rhymes.

4. Let the children sit in a circle. The teacher should pin a picture of an animal/bird on the back of any child’s shirt/dress in such a way that the child does not get to know what the picture is. Let her/him go round the circle with her/his back towards the children so that they can see the picture. The child with the picture has to now guess what is in the picture by asking the other children for clues, for example, ‘Is it an animal?’ ‘Does it have big ears?’ ‘Is it seen in the forest?’ etc. When the child gets the correct answer all the children should clap.
5. Play a game of **‘rhyming’** with the children. Let them sit in a semi-circle. The teacher can start the game by giving a simple, familiar word for example, ‘cat’. Each child by turn has to give a word that rhymes with this word. For 4-5 year old children, it is not necessary that the word they give is meaningful since they do not yet have a large enough vocabulary.

Helps the child develop sensitivity to the sounds of words.

6. **Animal riddles**

- **Animal riddles-** The teacher or the children can give the class a riddle for a particular animal. The children guess what animal it is and answer the riddle e.g.,

लाल-लाल चोंच है मेरी

हरा-हरा कोट

बताओ मेरा नाम (तोता)”

- Develop simple one-line riddles and ask children, “*I say Quack, Quack. Who am I?*” OR “*I am an animal with a long trunk. Who am I?*” The riddle should include some significant clues, for example, “*quack*” and “*trunk*”.
  - Older children can be encouraged to create an “animal riddle book” and keep on adding riddles during the year.
7. Record common animal sounds and encourage the children to identify the animals.

Do children understand what a rhyming word/game consists of?

8. **Rhyming Game:** Name a word. Take turns naming a word that rhymes. When you run out of words the chain is broken. Start the game again e.g., Cat-Bat, Rat-Hat, Goat-Coat, *Bhalu-Aaloo...*

PS II

EPC

9. Ask for a particular word that rhymes with the word you give

- ◆ What is that animals name that rhymes with
  - Bat? (Cat)
  - Log? (Dog)

10. Story-telling:



- Read aloud stories about animals.
- Flannel board story with cutout figures of animals.
- Dramatisation of story by children.
- Collect age appropriate stories on “Animals” and make children sit in a close circle for story-telling.
- Speak slowly and clearly so that all children (Language delay, etc.) can understand. Read the story again at a slower pace if required.
- Involve parents for story-telling/puppet play.

Ask children to act out a story

### **G HAR KI KHOJ (NCERT PUBLICATION)**

- This is a sequence based story. The story talks about different animals. You may add more animals. You may also create cutouts of the story characters and use it for the flannel board story.

The story book, flannel board and the cutouts or the story cards/pieces can be kept in the language area for the children to enjoy whenever they wish. You can also involve children to dramatise the story. This helps to develop memory and sequencing skills.

#### **11. Puppet Play**

- Make variety of animal stick puppets for dramatisation, for demonstrating animal sounds and other characteristics. Involve the children to make animal puppets. You can also use these for categorising animal characteristics.
- Take a small paper or thermocol cup and cut a small circle on one side so that a child can put her/his index finger into that hole to make the elephant’s nose. Attach ears on both the sides and also attach eyes.
- Take a paper plate and let children draw face features of a lion on it. Help children in attaching fingers to the outer rim of a paper plate. Attach a stick to it. You may have plenty of stick puppets and create a parade of animal puppets.
- Box puppet.

### **READING AND WRITING READINESS**

PS I

PS II

EPC

1. Make “**Animal Scrapbooks**”: Let children collect as many pictures as possible for each animal. Help them paste these in the scrapbook. Older children collect information about animals along with pictures of animals. For older children, encourage them to write something about each animal.



2. Paste plenty of animal and bird pictures on separate thick small cards beginning with different letters for e.g., dog, duck, dolphin, elephant, eagle, alligator, ant, cat, cow, lion, leopard, lamb and so on. Make a pocket bag containing pocket for each letter. Paste or sew fabric/sandpaper letter (A-Z) on each pocket. Show an animal/bird picture to children and ask them to identify it. Let the children say its sound. Then ask her/him to put in an appropriate pocket in the bag (Hang the bag on the wall for everyone to see it). You may use this pocket bag for matching letters, matching body parts, matching vehicles to letters and so on.
3. Send a note home to the parents and also tell them to encourage children to look at **print in the environment** such as signs, labels and logos. Ask the parents to send some items with words (animal pictures, food etc.) to school for their child.
4. Display the print which the children have brought at their eye level. Encourage each child to read the environment print s/he has brought to school. Move your index finger under the words as the child reads the words. Make each child's 'My first book of words'. Paste all the pictures with words onto her/his book.
5. Children can be asked to play the game of *Antakshari*. Let them sit in a semi-circle. The teacher can start the game by saying a word, for example, 'cat'. The next child has to make a word with the last sound of the word i.e., 't' and so on.

6. **Buried sandpaper letters**

PS II

EPC

- Take a small tub and fill it with sand.
  - ◆ Take 5-6 cutouts of letters made out of sandpaper and bury them in the sand tub. Place it on a table easily accessible to the child or place it on a floor.
- Call one child at a time and let her/him search for letters.
  - ◆ After taking out the buried tracing of letters, the child can do

**Matching of letters**

- The child can sort the letters as upper case (capital) and lower case (small) letters.
  - Older children can match the upper case with lower case letters.
  - Children can trace their fingers on each sandpaper letter.
7. Call out any animal's name e.g., 'DOG', 'DUCK' and ask the children to say the initial sound. Ask the older children to say other names that start with the same sound.

Let the children use the letter stencil and trace it. Later, ask them to fill colour inside the letter.

Draw children's attention to the letters and words.

For visually impaired children, use large magnetic letters or large sandpaper cut outs of letter.



8. Make worksheets for older children where on one side there are pets and on the other side there are pictures of their food or homes. The appropriate name/word is written under each picture and encourages the children to match the picture of an animal with their home/food.
9. Let the older children write the name of their favourite animal on the cover of the book along with related vocabulary inside
10. Write names of animals on cards, encourage children to read the name and draw the picture. Involve children in making and writing greeting cards or quick notes.

**EPC**

### 11. **Phoneme Blending**

Prepare animal picture cards such as cat, dog, pig, rat, speak out aloud, "I am going to say an animal's name, listen to the sound carefully and guess the name of the animal". Teacher says each phoneme sound (/c/-/a/-t/) and children have to guess the name of the animal. The picture of the animal can be shown.

Each child's 'book of words' can be placed in the **Library Area** where the children can readily access it and also share it with friends

### 12. **Initial sounds** (Phonological awareness)

- Place animal picture cards that starts with two different initial sounds for e.g., 'c' (क) and 'd' (ड) (picture of cow, cat, crow, dog, duck, donkey)
- Let the children identify each picture and say the initial sound. Show one picture at a time and ask for the initial sound.
- Later with older children ask them to sort pictures of animals on the basis of initial sounds.

For children who have difficulty in auditory discrimination repeat the initial sounds.

### 13. **Pass the Picture** (Phonological awareness)

- Make children sit in a circle.
  - Keep animal picture cards in a small container/box.
  - Explain the activity to children.
  - Play the music or *daphali* and the children will start passing the container or box. When the music stops, the child who is holding the box will take out one picture and tell everyone the name of an animal, initial sound of that name and also say a word that starts with the same beginning sound for e.g., The child picks a picture of a dog so s/he may say, "dog-drum". To play the *daphali*/music again and the activity continues until all the children gets a chance to name a card.
14. Listen to the initial sound in your name: If your name begins like **'Bear'**, **'Butterfly'**, **'Buffalo'** then please stand up. If your name begin like **Monkey** and **Mouse**, then go to the blocks area.
  15. Create an animal alphabet book and let children say the name of an animal, the initial letter sound. Ask older children to recognise the first letter of each animal in the book.



16. Encourage the children to make letters from the play dough and match the initial sound with the pictures of animals. Encourage older children to name the letters they're making.

Observe children and consider ways of enriching their play with print.

## II. VISITS AND VISITORS

1. Plan visits for places where animals are found or call people from the community, parent who can bring animals/pets to the ECCE Center. You can plan a visit to a 'farm', pet store etc. You may also call a storyteller to tell/create a puppet play on animals; a parent can bring a pet; you can plan a visit where they can see fishes in an aquarium.
2. Invite a veterinarian or a pet store owner to give bath to a pet in front of the children.

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

PS I

PS II

EPC

- Help children learn that we all should take care of animals and not hurt them (through activities and discussions).

## IV. DRAMATIC PLAY

PS I

PS II

EPC

1. Set up a small zoo somewhere in the preschool or in the classroom for all the children to visit. Keep all the soft toys, toy animals and arrange accordingly. Also, keep baby toy animals.
2. Provide a small tub or container filled with water and let the children play with plastic water animals.
3. Provide a small tub of water. Tie a small magnet to a string attached to a stick. Cut small simple fish shapes out of thermocol or styrofoam sheets. Attach a safety pin or paper clip to each fish. Let children do fishing.

## V. ART EXPERIENCES AND ACTIVITIES

PS I

PS II

EPC

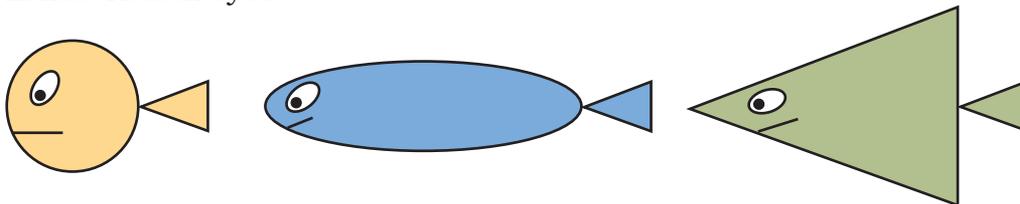
1. Involve children in making animals mobiles e.g., 'pet mobile' for the week when you are talking about pet animals that you can hang from the ceiling.
2. **Tearing and pasting** coloured/newspaper pieces onto a picture of an animal.
3. **Finger painting** in a picture of animal such as cat, fish etc.
4. **Rolling animals** made from toilet paper roll.

Observe and record children's attention span.



5. **Pet Collage:** Picture of pet animals cut from old magazines and creating a collage.
6. **Clay modelling** and play with plasticine.
7. Involve children in making **masks of animals**. You may use it during story-telling, ask children to retell the story or simply use them during movement activities.
8. Provide lots of fabric pieces (you may get these waste from tailor) in different patterns such as striped, dots etc. Collect leather scraps also and encourage older children to do collage work of animals using these materials.
9. Collect pictures and let children create 'farm animal collages'.
10. Make 'Bird collage' from collection of seeds.
11. Use **bird feathers** for painting and collage.
12. Colouring inside a picture of animal—pet, jungle animal etc.
13. Involve children in making and decorating animal masks and use them during story-telling, dramatisation and music and movement activities.
14. Get children involved in making 'Book Marks'. For the 'animal' theme book, show pictures of animals on the Book Mark.
15. Provide cut-outs of shapes and help children create different shaped fishes. Attach eyes.

Observe each child without judging.



## VI. COGNITIVE EXPERIENCES AND ACTIVITIES

PS I

PS II

1. Place few toy animals in the block area. You may also keep some grass, leaves, twigs, shoes, boxes etc, in the block area. Encourage children to build a zoo with blocks and other materials.
2. Provide two to four pieces of animals puzzles for children. (Cut pictures of animals from old magazines/ newspaper and paste them on the pieces of mount board. Cut them into two/three/four/five pieces and give it to the children according to their ability).

PS I

PS II

EPC

Older children can do the seriating cards in ascending and descending order.

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Observe who is counting.

3. Paste pictures of some animal in different sizes on the thick board for e.g., elephant in different sizes on five cards. 'Seriating Cards' are ready for ordering activity. Ask the children to look closely at the pictures. Demonstrate the activity and then ask the children to arrange the 'elephant cards' from biggest to smallest and vice-versa.

4. Have cut-outs of puppies and let children sit and count the puppies. Sing an altered version of the rhyme "Mary had a little lamb". Sing – "Reetu had five little puppies, little puppies; little puppies, Reetu had five little puppies, let's count them as they run one, two, three, four and five."

Play a touch and count game in which children pretend to count Reetu's puppies as they sing the rhyme. Substitute the number in the rhyme and continue the song.

5. Have five pictures of animals and arrange them in a row. Also have pictures of baby animals and ask them to match and keep the baby animal under each animal.

6. **Categorisation games**

- Let children sort animal picture cards into categories such as pets, jungle, water, birds, insects and animals that live underground. Collect pictures of many kinds of animals and paste them on the square pieces of cardboard. Let children sort these cards into categories—animals that fly or that do not fly; animals that provide food for us; and so on.

- Divide children into small groups. Distribute these cards among each group. Call out a characteristic of any animal and let the children raise and show their card (or cards) of animals that have particular characteristic. For example, call out: "Hold up and show your animal (or animals) if it eats grass" or "Hold up your animal (or animals) if it lives in water".

- Place a variety of animal pictures on the floor/table. Let children classify these according to their habitat, e.g., farm animals, pet animals, simple animals etc.

7. Make children aware of how animals are useful to us. Make self-corrective picture puzzles of animals and their uses. Let the children match the two sets of cards, for example, the picture of a bull is to be matched with a bullock cart, that of a cow with milk, and so on.

8. **Odd-one out or visual discrimination:** Paste pictures of three animals and one bird on a cardboard strip e.g., elephant, monkey, tiger and hen. Then ask children to identify each animal and ask which is the odd-one-out and why? Make many such visual discrimination strips.

9. **What comes next?:** "Monkey, rabbit, rabbit, monkey, rabbit, rabbit ....." Ask what comes next? (children say, "monkey").



10. **What did I repeat?:** “Cow, cat, cow, dog.....” What did I repeat? (children say “cow”).
11. **What is missing? :** Place four to six pictures of animals on the floor/ table. Show the pictures to the children. Then ask them to close their eyes. Remove one picture. Then ask the children which is the animal picture missing.
12. **Sequential story on animals:** Print the story and depict it on five cards. Let children place the story in the correct order and say the story.
13. **Animal Dominoes:** Paste pictures of animals on the cardboard. Each dominoe card has two animal and bird pictures. Let children play this in a small group. This is a matching activity where you distribute one dominoe card to each child and keep one dominoe card in the centre. Let each child (turn-wise) match her/his animal to the dominoes kept in the centre of the circle.
14. **Animal Homes (Sorting):** Sort out flash cards of different animals along with their habitat. You can also use flannel board for this. Divide the flannel board into land, water, sky and let the children tell which picture goes where.
15. **Animal number match:** Make self-corrective puzzles (1-10) with sets of animal designed to link with numerals.
16. **Sea-shells Counting:** Collect small sea-shells as materials for counting, classifying and numeral game marker. Similarly you can give pictures of animals to count.

## VII. MUSIC AND MOVEMENT EXPERIENCES

### MUSIC EXPERIENCES

PS I

PS II

EPC

- 1 जंगल में जानवर खेलते हैं  
 “ जंगल में जानवर खेलते हैं  
 हम भी खेलेंगे वैसे-वैसे  
 हाथी सूँड़ उठाता है  
 उठाता है, गिराता है  
 हाथी सूँड़ उठाता है  
 उठाता है, गिराता है  
 हम भी करेंगे वैसे  
 जंगल में जानवर खेलते हैं  
 हम भी खेलेंगे वैसे-वैसे  
 शेर गरज कर आता है  
 आता है, जाता है

Observe that children move to the beats, rhythm and music.



हम भी गरजेगें वैसे  
जंगल में जानवर खेलते हैं  
हम भी खेलेगें वैसे-वैसे  
खरगोश उछल कर आता है  
आता है , जाता है  
हम भी उछलेगें वैसे  
जंगल में जानवर खेलते हैं  
हम भी खेलेगें वैसे-वैसे  
जंगल में साँप रेंगता है  
रेंगता है, रेंगता है  
हम भी रेगेंगे वैसे  
जंगल में जानवर खेलते हैं  
हम भी खेलेगें वैसे ”

## 2 जंगल से निकले दो भालू

जंगल से निकले दो भालू -2  
हाथ में केले और आलू -2  
आलू खाते, केले खाते,  
पेट हिलाते, दुम मटकाते  
चले शहर की ओर-2  
भालू बोले-अब हम मेले जायेंगे,  
वहाँ खूब उधम मचायेंगे-2  
एक छोटा था, एक मोटा था - 2  
पेट में कुछ-कुछ होता था  
हा-हा-हा  
केले खाकर , छिलके फेंके  
कुछ दाएँ फेंके, कुछ बाएँ फेंके -2  
कुछ ऊपर कुछ नीचे फेंके -2  
और वह छिलके फेंकते गए फेंकते गए  
फेंके पीछे फेंके आगे-2 फिर वह जोर-जोर से भागे - 2  
पैर पड़ा जो छिलके पर  
मोटा गिरा धड़ाम हा-हा-ही  
चले शहर की ओर”



### 3 हम तो बंदर की शादी में जाएंगे

“हम तो बंदर की शादी में जाएंगे  
खूब मस्ती करेंगे, धूम मचायेंगे ।  
कुत्ता भैया आएगा, सीक-कबाब लाएगा ।  
प्यार से वो बोलेगा, भौं – भौं – भौं  
हम तो बंदर की शादी में जाएंगे  
खूब मस्ती करेंगे, धूम मचायेंगे ।  
बिल्ली मौसी आएगी, रसमलाई लाएगी  
प्यार से वो बोलेगी, म्याऊँ - म्याऊँ - म्याऊँ  
हम तो बंदर की शादी में जाएंगे  
खूब मस्ती करेंगे, धूम मचायेंगे ।  
चिड़िया रानी आएगी, दाल का दाना लाएगी  
प्यार से वो बोलेगी, चीं – चीं – चीं  
हम तो बंदर की शादी में जाएंगे  
खूब मस्ती करेंगे, धूम मचायेंगे ।  
शेर दादा आएगा, माँस का टुकड़ा लाएगा  
प्यार से वो बोलेगा, गुर्र – गुर्र – गुर्र

### 4. शेर निराला

“ शेर निराला, हिम्मत वाला  
लम्बी-लम्बी मूँछों वाला,  
तेज नोकीले दाँतों वाला ,  
सबका दिल दहलाने वाला ,  
हटो-हटो आया शेर,  
भागो-भागो आया शेर । ”

### 5. धम्मक-धम्मक आता हाथी

“धम्मक-धम्मक आता हाथी  
धम्मक-धम्मक जाता हाथी  
जब पानी में जाता हाथी  
भर – भर सूँड़ नहाता हाथी  
कितने केले खाता हाथी  
यह तो नहीं बताता हाथी ”

### 6. भालू की शादी

“ भालू की अब होगी शादी  
बारात में जाएगा कौन ?

वहाँ बिल्ली मौसी नाचेगी-नाचेगी  
 ल – ल –ल – ल  
 घड़ी पहनकर घोड़ा आया  
 कोट पहनकर घोड़ा आया  
 कोट पहनकर हाथी , टोप पहनकर बंदर  
 बंदर के संग साथी  
 वहाँ बिल्ली मौसी.....  
 चला है कुत्ता यूँ टम – टम – टम पर  
 बिल्ली पैदल जाती  
 बाकी सब बाराती  
 वहाँ बिल्ली .....  
 बबली है बाबा की बेटी  
 मक्खन खाती लेटी  
 हाथों में सोने की चूड़ी  
 रोज उड़ाती हलवा-पूरी । ”

**7. Five little monkeys jumping on the bed..**

*“Five little monkeys jumping on the bed,  
 One fell off and bumped his head.  
 Mama called the doctor and the doctor said,  
 “NO MORE MONKEYS JUMPING ON THE BED!”  
 Continue 4, 3, 2, and then  
 One little monkey jumping on the bed.  
 She fell off and bumped her head.  
 Mama called the doctor and the doctor said,  
 “There are NO MORE MONKEYS JUMPING ON THE BED”  
 (Adapted traditional variation: Children jump like monkeys and using  
 fingers 5,4,3,2,1)*

**8. Old Fat Mohan had a Farm (To the Tune of “Old MacDonald Had a Farm”)**

*“Old fat Mohan had a farm,  
 E—I—E—I—O.  
 And on his farm he had some cows,  
 E—I—E—I—O.  
 With a ‘Moo Moo’ here and a ‘Moo Moo’ there*



Here a 'Moo', there a 'Moo', everywhere a 'Moo  
Moo'

Old fat Mohan had a farm

E—I—E—I—O.

Continue with other animals

Sheep... Baa-Baa...

Pigs... Oink-oink...

Ducks... Quack-quack...

Chickens... Cluck-cluck...

Horses... Neigh- neigh..."

### **9. The Ants Go Marching**

"The ants go marching one by one, hurra, hurra.

The ants go marching one by one, hurra, hurra.

The ants go marching one by one,

The little one stops to suck his thumb,

And they all go marching down

Into the ground to get out of the rain

BOMB! BOMB! BOMB!

Two...tie his shoe...

Three...climb a tree...

Four...shut the door...

Five...take a dive...

Six..pickup sticks...

Seven...pray to heaven...

Eight...shut the gate...

Nine...check the time...

Ten...say 'THE END'

### **10. On a Farm**

(To the tune of "London Bridge is Falling Down")

"Animals live on a farm, on a farm, on a farm

Animals live on a farm, with a farmer

Cows and pigs live on a farm, on a farm, on a farm

Cows and pigs live on a farm, with the farmer

Goats and sheep live on a farm, on a farm, on a farm



*Goats and sheep live on a farm, with the farmer*

*Hens and chicks live on a farm, on a farm, on a farm*

*Hens and chicks live on a farm, with the farmer*

For younger children and children with language delays, use short and simple songs that has simple melody. Introduce small verse and repeat. Rhymes that have repetitive text often help such children. You can modify the rhymes based on the topic.

## MOVEMENT EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)

PS I

PS II

EPC

*Substitute other actions for those children who have motor development delays and children who are physically challenged.*

1. Show the animal movement pictures with words and describe what the animal is doing. Move your fingers underneath the words. Invite older children to read the simple text written under the animal picture and ask, "Can you do like this?" "Let's do it". Then encourage children to perform the same action. If required, demonstrate some of the movements.
2. **The tiger and lamb game:** Let the children stand in a circle holding hands. Let one child be the Tiger (outside the circle) and another the Lamb (inside the circle). The Tiger tries to come inside and catch the Lamb but the children hold hands to prevent him. He has to break the circle and catch the lamb whom he chases. Some simple rhymes can be used in a repetitive way in such games.
3. Let children say the new words they have learnt and do the movements for e.g., wiggle, sway, fly, stomp.
4. Let the children move their bodies creatively as you play/sing animal action rhyme. For example, ask a child, if you could be any bird or animal, what you would like to become.
5. Let them create their own ways to move their bodies.
6. Mark a starting point and an ending point on the ground. Then, encourage children to follow directions as you call out-

*"Take three monkey jumps*

*Take two elephant steps*

*Take four lion leaps*

*Take five rabbit hops and so on."*



7. Play the game Simon says. Instead of Simon says, substitute with a child's name, e.g., Shreya says, "trot like a horse," "Rahul says, "Sway like an elephant" and so on.

- ◆ *Hop like a rabbit*
- ◆ *Run like a goat*
- ◆ *Jump like a monkey*
- ◆ *Kick like a donkey*
- ◆ *Walk like a penguin*
- ◆ *Waddle like a duck.*

#### 8. **My Silly Cat**

- Let children stand in a circle and select one child as a cat. The child who is the cat goes to each child and says meow in different tones and tries to make them laugh. When the cat succeeds in making any child laugh then both the children change places. The other child then becomes the cat.

#### 9. **Obstacle Path**

- Set up an obstacle path and let children crawl through it. You may call out the name of any animal and the children have to find a way to get to the end of the obstacle path moving like that animal.
10. The teacher calls out the name of an animal and the child does the action of that animal. For example, Frog-Jump, Kangaroo-Hop, Bird-Fly, Fish-Swim etc.

Complexity of games varies from age to age

## VIII. STORY-TELLING TIME

PS I

PS II

EPC

Collect theme related story books (refer to the list). Create on your own.

## IX. CONCLUDING THEME

Encourage children to tell you about-

- What they have learned about animals and birds?
- Let's name some jungle animals.
- Which is your favourite animal/bird?
- Let's name some water animals.
- How do animals help us?



## LIST OF CHILDREN'S BOOKS

1. Ghar ki Khoj (NCERT Publication)
2. Rupa the Elephant (NBT) (Age group 6-8 years)
3. चिड़िया घर की सैर ( एन. सी. ई.आर. टी. )
4. नाम था उसका आसमानी ( एन. सी. ई.आर. टी. )
5. बंदर जी की दुम ( एन. सी. ई.आर. टी. )
6. नन्हे- मुन्हे गीत ( सी. बी. टी.)
7. चूहे की बारात ( एन. सी. ई.आर. टी. )
8. लालू और पीलू (Ratna Sagar Publication)
9. चलो सर्कस चलें ( एन. सी. ई.आर. टी. )
10. भारी कौन ( एन. सी. ई.आर. टी. )
11. प्यारे-न्यारे बोल ( एन. सी. ई.आर. टी. )
12. तोता और बिल्ली ( एन. सी. ई.आर. टी. )
13. कौवे का बच्चा ( एन. सी. ई.आर. टी. )
14. Tom and the naughty crow (NBT) (Age group 6-8 years)
15. Sonali's friend (CBT)
16. A tail of tuffy turtle (CBT)
17. The three Billy Goats (Reader's world)
18. Barber at the zoo
19. Doug the Pug (Scholars Hub)
20. Tat the cat (Scholars Hub)
21. Busy Ants (Nehru Bal Pustakalaya)
22. The fat caterpillar (Frank educational)
23. A visit to the zoo (NBT) (Age group 6-8 years)
24. The Three fishes (Khaas Kitaab)
25. King of the forest (McGraw Hill)
26. The lion and the rabbit (CBT)
27. Three Monkeys (CBT)
28. आज़ाद करो (N.B.T.) (Age group 6-8 years)
29. इनकी दुनिया (N.B.T.) (Age group 6-8 years)
30. उदास मछली की कहानी (N.B.T.)
31. एक थी बकरी (N.B.T.)
32. कहानी दो कुत्तों की (N.B.T.)



33. कहानी एक तितली की (N.B.T.)
34. कौवे की कहानी (N.B.T.)
35. क्या हुआ ? (N.B.T.)
36. खरगोश और कछुए की दौड़ (N.B.T.)
37. छोटी चींटी की बड़ी दावत (N.B.T.)
38. जंगल में धारियाँ (N.B.T.)
39. टिलटिल का साहस (N.B.T.)
40. जैसे को तैसा (N.B.T.)
41. तितली का बचपन (N.B.T.)
42. तितली और उम्मीदों का संगीत (N.B.T.)
43. दुष्ट कौआ (N.B.T.)
44. धानेश के बच्चे ने उड़ना सीखा (N.B.T.)
45. नन्ही खो गयी (N.B.T.)
46. नन्हे खरगोश की बुद्धिमानी (N.B.T.)
47. नन्हे सिंह ने दहाडना सीखा (N.B.T.)
48. नेवला भी राजा (N.B.T.)
49. नौ नन्हे पक्षी (N.B.T.)
50. पहेली (N.B.T.)
51. पूँछ (N.B.T.)
52. मधुमक्खी के अनोखे भ्रम (N.B.T.)
53. मेढक और साँप (N.B.T.)
54. शेर और मिटठू (N.B.T.)
55. शेर मचा जंगल में (N.B.T.)
56. सिंह और काँटा चूहा (N.B.T.)
57. हमारा प्यारा मोर (N.B.T.)
58. हाथी और कुत्ता (N.B.T.)
59. हाथी और भँवरे की दोस्ती (N.B.T.)
60. A baby Hornbill learn to fly (N.B.T.) (Age group 6-8 years)
61. A baby Lion learn to Roar (N.B.T.) (Age group 6-8 years)
62. A crow's tale (N.B.T.) (Age group pre-school)
63. A helping hand (N.B.T.) (Age group 6-8 years)
64. A real Giraffe (N.B.T.) (Age group 6-8 years)
65. A tale of two dogs (N.B.T.) (Age group 6-8 years)
66. A visit to the zoo (N.B.T.) (Age group pre-school)



67. Animal world (N.B.T.) (Age group 6-8 years)
68. Busy ants (N.B.T.) (Age group pre-school)
69. A flat for rent (N.B.T.) (Age group 6-8 years)
70. A tale of trouble (N.B.T.) (Age group 6-8 years)
71. Forever friends (N.B.T.) (Age group 6-8 years)
72. Friends of the green forest (N.B.T.) (Age group 6-8 years)
73. Frogs and a snake (N.B.T.) (Age group 6-8 years)
74. How Munia found gold (N.B.T.) (Age group 6-8 years)
75. My life: The tale of a Butterfly (N.B.T.) (Age group 6-8 years)
76. Name that animal (N.B.T.) (Age group pre-school)
77. Nine little birds (N.B.T.) (Age group 6-8 years)
78. Owl ball (N.B.T.) (Age group 6-8 years)
79. Sammy the snail (N.B.T.) (Age group 6-8 years)
80. Set me free (N.B.T.) (Age group pre-school)
81. Tails (N.B.T.) (Age group 6-8 years)
82. Tom and the naughty crow (N.B.T.) (Age group 6-8 years)
83. Tit for tat (N.B.T.) (Age group 6-8 years)
84. Tortoise wins again (N.B.T.) (Age group 6-8 years)
85. Vasu meets a tadpole (N.B.T.) (Age group 6-8 years)
86. Who is sharper? (N.B.T.) (Age group 6-8 years)

### **Audio CD's**

#### **(ACD-1)**

1. चिड़िया और कौआ
2. आसमान गिरा
3. टोपी वाला और बंदर

#### **(ACD-40)**

1. बंदर और गिलहरी
2. लालू और पीलू
3. बंदर गया खेत में भाग

#### **(ACD-8)**

1. बाल गीत ( गुल्लक मेरे गीतों की )
2. चूँ – चूँ गाना गा चिरैया
3. चुहिया दौड़ियो रे



## SAMPLE CHEKLIST FOR THE THEME :ANIMALS

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. Can identify animal pictures</li> <li>2. Can describe the colours of animals</li> <li>3. Can sort the animals pictures by their habitat</li> <li>4. Can name her/his favourite animals</li> <li>5. Can sing songs /rhymes on animals</li> <li>6. Can tell a story about animals with/without help of pictures /story books</li> <li>7. Can seriate animals/birds pictures in order</li> <li>8. Did the child learn pre-number concepts?</li> <li>9. Can identify numbers 1-5.</li> <li>10. Retell a simple story in sequence</li> <li>11. Participate in dramatic play</li> <li>12. Describe the characteristic of each animal covered under the theme</li> <li>13. Can to act and move like animals (gross motor)</li> <li>14. Shows interest in story books and other environmental print</li> <li>15. Shows improvement in the following skills:               <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> </li> <li>16. Can follow direction</li> <li>17. Can identify letters and highlight them on paper</li> <li>18. Can say the sound of a specific letter that has been covered in a theme</li> <li>19. Can draw/cut pictures of things that begin with that letter sound</li> <li>20. Did the child learn new words?</li> <li>21. Can name the animals that begin with the same letter-sound</li> <li>22. What did the child learn about colours-               <ul style="list-style-type: none"> <li>◆ Match</li> <li>◆ Identify</li> <li>◆ Name</li> <li>◆ Sort/classify</li> </ul> </li> <li>23. Complete animal self-corrective number puzzles</li> </ol>			



## Theme: Animals

Name of the Child:

Dates:

S.NO.	ALWAYS	WITH CLUE/ PROMPT	NEEDS MORE SUPPORT
1.	Talk and use language while doing activities in small groups		
2.	Name familiar animals		
3.	Demonstrate proper use of scissors		
4.	Point and recognise print when it is displayed in the classroom		
5.	Provide appropriate words/labels to different objects		
6.	Say the sounds of letters (covered under the theme)		

Another example of checklist



## Plants and Trees



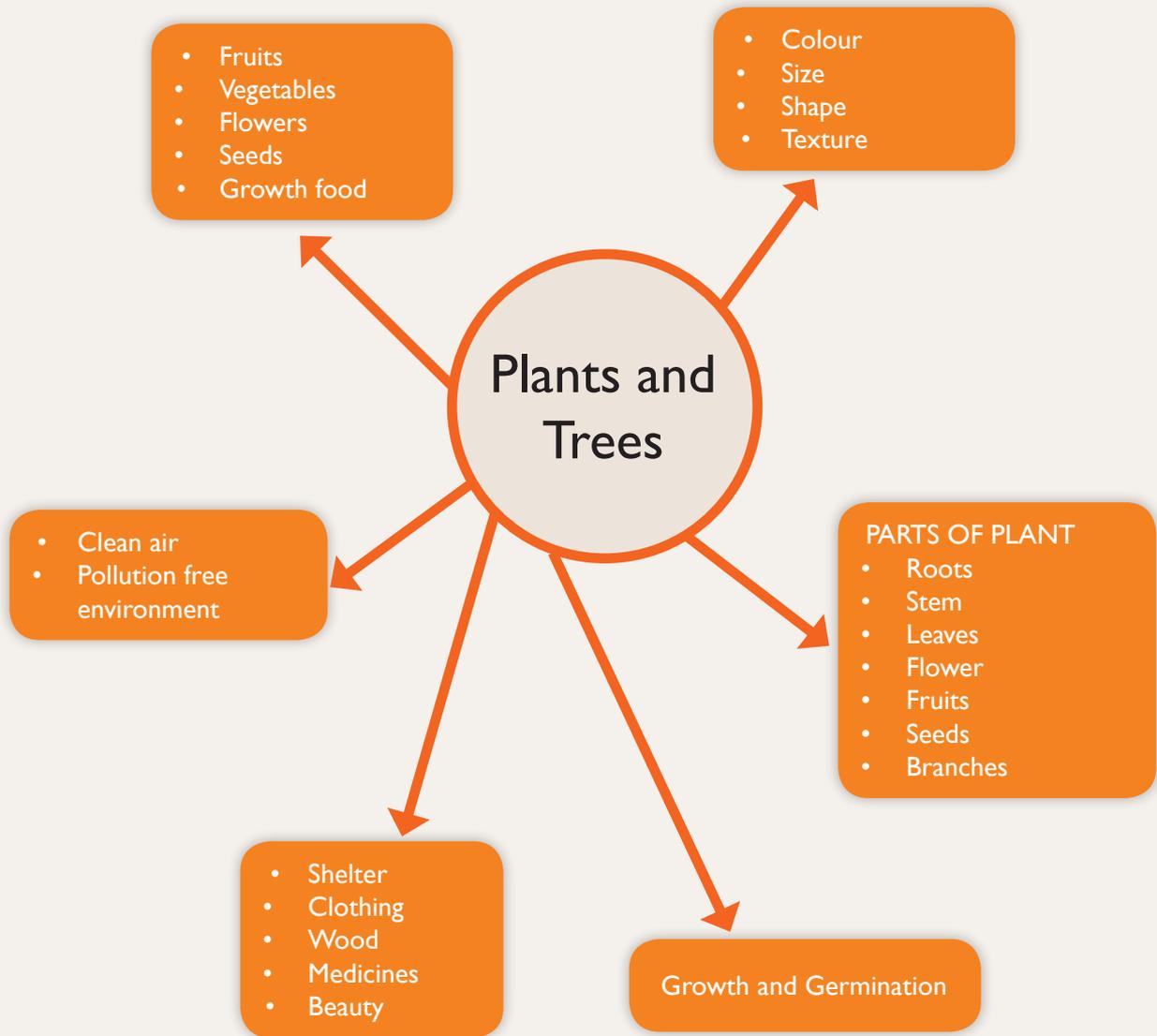
The theme of Plants and Trees help children to appreciate nature as well as learn about life cycle of a plant. While giving gardening activities and sowing seeds in the pre-school garden, encourage young children to look after and care for plants. They enjoy watching the growing stages of plants. They learn to discover how a tiny seed grows into a plant. In addition to this, the theme provides many opportunities for children to learn about plant life and also know about concepts such as size, colour, texture, number and shape (related to plants). Through the theme 'Plants' children become aware of our dependence on plants as a source of food, shelter and clothing as well as aesthetic beauty in our surroundings.

*Begin the theme by encouraging children to say 'What a plant is'. Let them draw/write. In a circle time; generate a list of ideas children know about plants. Sing a song on plants with actions.*

**Help children learn and understand what they need to know before moving on to new concept/theme.**

**(Think about what you want your children to learn and to know by the end of this theme).**

## Theme: Plants and Trees



## PS I



## PS II





## THEME: PLANTS AND TREES

### OBJECTIVES

To provide opportunities for young children to learn:

- Plants need air, water and sunlight like us.
- Plants give us fruits, vegetables, flowers and many other things.
- New growth begins – seeds sprout, leaves shoot, flowers bloom and then the fruit comes.
- We need to care and look after the plants.
- Plants vary in colour, size, texture and shape.
- We eat different parts of a plant.

### MATERIALS

- |   |   |
|---|---|
| 1. Seeds from fruits and outdoor plants           | 15. A4 size white papers                                      |
| 2. Photographs of fruits, picture book of plants  | 16. Heavy books/wood pieces for pressing leaves               |
| 3. Chart paper                                    | 17. Glue  |
| 4. Crayons, markers, pencils                      | 18. Magnifying glass  |
| 5. Water  | 19. Variety of different seeds ( <i>rajma, channa</i> etc)    |
| 6. Small empty containers                         | 20. Watering can/cup and water                                |
| 7. Two green plants                               | 21. Variety of leaves   |
| 8. Leaves, bark, branches                         | 22. Flowering pots  |
| 9. Collecting basket                              | 23. Spoons  |
| 10. Sorting trays/egg or fruit carton for sorting | 24. Small tub   |
| 11. Plastic container/Clear plastic cups          | 25. Small paint brushes                                       |
| 12. Flower pots                                   | 26. Paper plates  |
| 13. Scissors                                      | 27. Variety of gardening toy tools                            |
| 14. Story books on the theme                      | 28. Old magazine (pictures of flowers, people gardening etc.) |

### Theme related vocabulary (Let children add more and record those vocabulary)

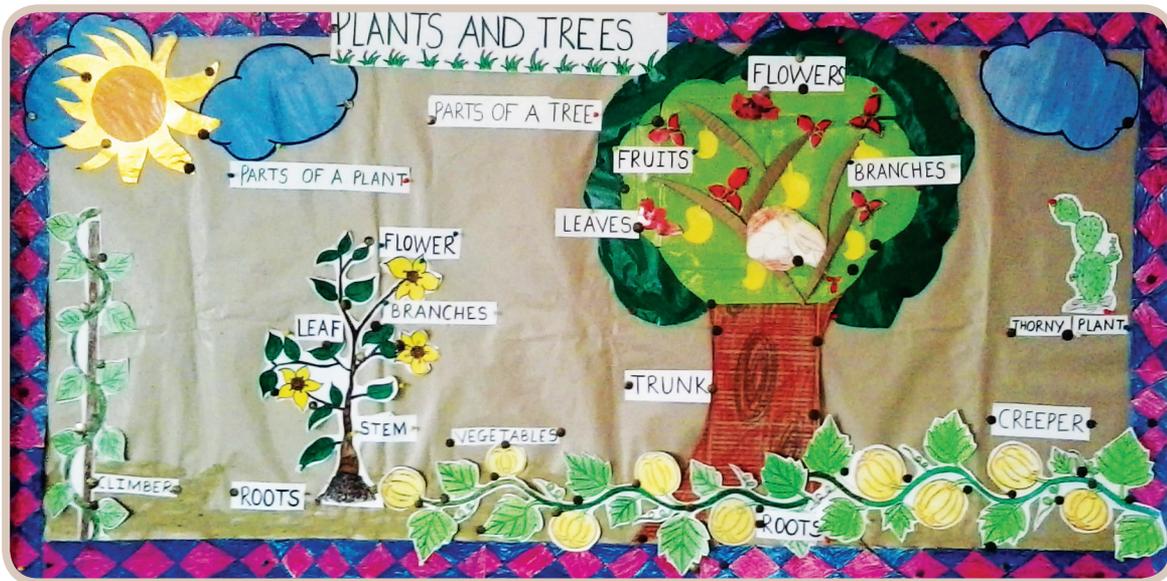
- |               |           |
|---------------|-----------|
| 1. Leaf       | 6. Garden |
| 2. Seeds      | 7. Tree   |
| 3. Fruits     |           |
| 4. Vegetables |           |
| 5. Flower     |           |



## THEME BOARD

Collect natural material (twigs, leaves, bark etc). Create a garden scene. Involve children in pasting pressed leaves etc. Draw a tree and paste crumpled brown paper to make a tree trunk. Paste pictures of fruits/flowers. Paste real grass at the bottom of the board. Show a picture of a gardener watering the plants in the garden. Ask the children to think what else can be added to the picture!

## Plants and Trees



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

#### FINGER PLAYS

PS II

EPC

#### 1. Five little peas

*"Five little peas in a pea-pod pressed  
One grew, two grew, and so did all the rest;  
They grew and grew and did not stop,  
until one day the pod went POP!"*

#### 2. Five little leaves were hanging

*"Five little leaves were hanging on a tree  
Brown, red, orange, yellow and green  
"Whoosh!" came a breeze of cold fall air  
And four little leaves were hanging there"*



## POEMS AND RHYMES

### 3. My Garden

*“I dig, dig, dig,  
And I plant some seeds.  
I rake, rake, rake,  
I pull some weeds”*

### 4. Leaves are falling

*(By Joyce Montag)*

#### **(To the tune of Row, Row, Row your Boat)**

*“Leaves, leaves falling down  
Falling to the ground  
Red, yellow, orange and brown  
Leaves are falling down”*

### 5. The apple tree

*“Way up high in the apple tree  
Two red apples, I did see  
I shook that tree as hard as I could  
Down came an apple  
Mmmmm, those apples tasted good  
(Substitute apples with bananas, oranges and so on)*

Instead of giving readymade answers, ask children to think– it should be an integral part of your daily discussions e.g., think and tell; what will happen....?

## DISCUSSION (CIRCLETIME)

PS I

PS II

EPC

Encourage children to participate in discussions and ask related questions. Do the discussions according to the age-group of the children).

- Why are plants important to us?
- Different parts of plants – roots, leaves, stem, seeds
- Use of plants. What are the things for which plants are used in our daily lives?
  - ◆ Plants provide food (vegetables, fruits, grains) and medicines.
  - ◆ Trees provide wood.
  - ◆ Some plants provide clothing (cotton).
  - ◆ Plants provide shade, shelter.
  - ◆ Many plants are food for animals too.
- Ask children what does a plant need to grow. Do a few simple classroom experiments to help children see and understand what plants need to



grow. Ask open-ended questions such as, what happens to plants when it rains? Needs of plants (air, water, sunlight and soil in order to grow). Also talk about how weather effects the growth of the plants. Talk about evaporation (at children’s level) when plants are being watered.



- Trees are important for our environment.
- Why plants and trees are important to people. (Tell children that trees make the air clean. For older children say trees provides oxygen in the air and explain.)
- Plant a tree sapling in the school’s garden and let the children take turns in doing things such as digging a hole, placing the sapling, filling it with soil and giving water.

### PUPPET PLAY – “GLOVE SCARECROW”

Make a glove scarecrow puppet. Attach wool for hair and sew buttons for eyes and coloured paper for nose. You can keep this scarecrow puppet in a dramatic play area where children can use it.

## LISTENING AND SPEAKING EXPERIENCES

PS II

EPC

### 1. Rhyming words

**Let children sit in semi circle and play the game of rhyming words.**

- |               |   |       |
|---------------|---|-------|
| First child:  | - | आलू   |
| Second child: | - | भालू  |
| Third child:  | - | कालू  |
| First child:  | - | ककड़ी |
| Second child: | - | मकड़ी |
| Third child:  | - | लकड़ी |

*(Think of a rhyming word and continue the activity)*

- Picture reading:** Talk about pictures, posters and books related to the theme “Plant”.
- Vegetable sequence name game:** Let children sit in a circle. One child will say the name of any vegetable, the next child will say what the previous one said and add her vegetable name; then the third child will say what was said earlier and add one more. The vegetables sequence game will continue in the same manner. After 4-5 names, start the game again.

4. **Match the seeds:** Let children bring few seeds from their home or give each child 1-2 seeds of different kinds. Let younger children **match their seeds**. Let PS II children start describing (it is red, it is white), (it is round, oval etc.)
5. Encourage children if they can **guess** which seed they are talking about. Let older children sit in pairs/groups and **describe** their seeds with each other.
6. **Show and Tell:** Let children talk on what they have collected during 'nature walk' e.g., leaves, flowers, seeds, etc.

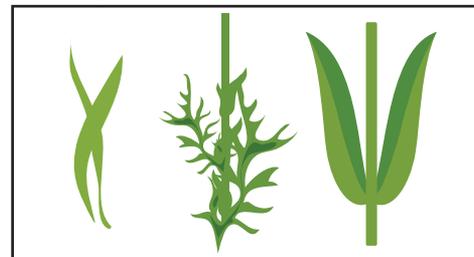
## READING READINESS

PS I

PS II

EPC

1. **Sound discrimination and word making (orally):** Ask children to say the initial sound of tree (T - ट); flower (F - फ); seed (S - स); plant (P - प). Then ask them to give more words related to that initial sound such as T - ट - **Tomato, Trunk, Turnip, Toy, Tub** and so on. P - प - **Pumpkin, Peas, Potato, Pan, Pot** and so on.
2. **Listen and Tell:** "What comes next?" tree, tree, flower, tree, tree ....." (the child says "flower")
3. **What did I repeat** "tree, flower, tree, fruit" (the child says "tree")
4. **Plant Scrapbook:**
  - Let children collect plant pictures from old books/magazines - Older children can divide the scrapbook into trees, flowers, fruits, vegetables and so on. Let older children label the pictures.
  - Let children make a story book of plant growth process. Encourage them to draw pictures of the step by step process each day.
5. **Letter matching:** Have cut-outs of coloured flower shapes. Write upper case letter (A, B, C) on each of them. Similarly have cut-outs of leaves and write similar upper case letters on them. Let children match the flowers and leaves (letters). For older children, write lower case letters on cut-outs of buds (a,b,c) and let them match the upper case to lower case letters after doing the first step activity.

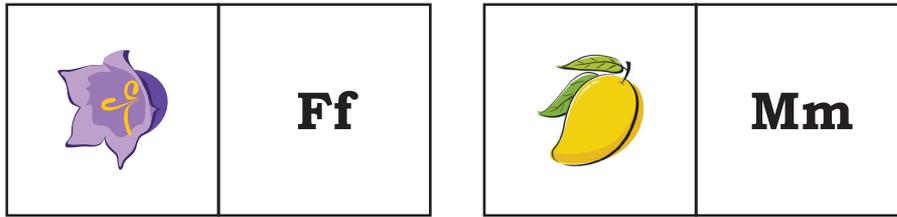


PS II

EPC

6. **Letter/Picture Dominoes:** Let children match the letter with the picture and say the sound.





7. **Visual discrimination:** Ask children to identify and tell which 'letter' is different and why. Encourage children to say the sound of letters.



8. Create or Print **worksheets** having pictures of different types of leaves (with words on one side) and on the other column have the same leaves but differently placed. Let children match the leaves.
9. Create **vegetables word wall cards** and display at the children's eye level. Draw children's attention and read together. EPC
10. **Talk about a garden and create a garden in the classroom**  
Talk about letter sound 'G' and related activities such as colouring inside 'G', visual discrimination activities, what else starts with 'G'. Similarly do with letter 'S'– sunflower and so on.
11. **My Attendance:** Cut leaf-shaped name cards for each child. Every morning keep these leaf name cards at the bottom of the flannel board. Ask each child to find her/his own name card and place it on the top of the flannel board as s/he enters. Count the leaf name cards loudly with the children to take attendance.

## WRITING READINESS (FINE MOTOR DEVELOPMENT)

1. If the children are already doing horizontal and vertical stroke, do again and join the stroke **T T T T T** PS I
- Encourage them to find **T** in the environment.
  - Let them say the sound of **T**.
  - Which words start with the sound **T t**
2. Let children lace the picture of a tree/apple etc. PS II EPC
3. Let children practice horizontal strokes. Then encourage them to join vertical and horizontal strokes to make **T, F, L**.
4. Give dotted lines for children to draw over **T**.



5. Provide dotted pictures of a flower, tree, banana and let children connect the dots using crayon. Let children draw vertical strokes under each drawn flower.

## II. VISIT AND VISITORS

How many different kinds of trees grow near your school? How many children tell that the trees are different?

1. Create a 'Garden Shop' in the ECCE Centre.
2. Call a school Gardener in the classroom or visit them.
3. Plan a visit to nearby garden/park/plant nursery.
4. Plan a visit to a florist shop.
5. Go for a nature walk and let the children observe different kinds of plants.
6. Plan and organise morning circle time outdoors. If possible, plan a trip to a nearby green park. Encourage children to look around and observe green things. Talk to the children that today you are going to play games on 'green colour'. Encourage them to tell you about how they feel when they look around the greenery in the park.

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

PS I

PS II

EPC

1. Involve children to look after and water the plants.
2. Adopt small school garden/plants in the nearby park. Plan the visits in your weekly schedule and take your children to this area. Let them observe the changes in plants (adopted) throughout the year.
3. Let the older children observe the plants, leaves in different seasons.
4. Discuss how to take care of the seeds. Involve children in making a poster about caring for your garden/plants. (Explain to the children not to use too much water, otherwise their seeds will not sprout)

Observe children performance and record the interaction.

## IV. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

PS I

PS II

EPC

1. Provide gardening tools such as spade, watering can, flower pots, gloves, etc., and let children pretend as gardener.
2. Let children pretend to be growing seeds. Ask them to curl up while you tell a story or sing a song about seeds planted in the ground (the sun shines, rain comes slowly, the seeds start to grow and sprout).
3. Create an indoor sand table/indoor garden.



## V. ART ACTIVITIES AND EXPERIENCES

PS I

PS II

1. **Flower Printing:** Collect dried flowers or fallen flowers. Let children dip the flowers into paint and do printing with flowers.
2. **Plant/leaf rubbing:** Tape a fresh leaf to the table. Cover with a sheet of chart paper. Let children rub a crayon over the paper to bring out the design of leaf veins.
3. **DO paper tearing and pasting** activity on the picture of a flower/tree.
4. Cut pictures of flowers and let children do **matching activity**. 

PS II      EPC
5. **Leaf impression:** Go on a nature walk. Carry a small basket. Let children collect fallen leaves (both dry and green). Provide poster paints in bowls. Let them dip the backside of leaf in paint and press it on a paper. Similarly provide cotton swabs to dip in the paint and then apply on the backside of leaves and have a leaf impression. Encourage older children to create pictures with the dried leaves.
6. Create 'grape fruit plant' using **Lady Finger (bhindi) printing** or finger printing.
7. Provide wax crayons, paint and paint brushes for colouring inside a drawing of tree/leaf/fruit etc.
8. Let children play with play dough and plasticine (shaping, twisting, pounding and rolling the clay/dough).
9. **Leaf Collage:** Make children sit in small groups. With the collection of different types of leaves, let them create a collage on a chart paper. They can also create a collage of dried flowers.
10. Let children visit nearby garden/park and draw flowers/plants.
11. **Tearing and Pasting:** Let children find green paper in old magazines and then ask them to tear small pieces of these green paper and paste within the outline of a tree.
12. Do **toothbrush spray painting** using the stencil of a tree /flower stencil.
13. **Bouquet:** Help children to create a bouquet with the flowers/plants they collected.
14. **Seed shakers:** Collect some seeds and put in empty containers. Let children decorate the container with glitters, markers or paper. When dry, let children use these seed shakers, while doing rhymes and musical activities.
15. Let children do **hand printing** on the chart paper and later help them draw or paste stems and leaves and create handprint flowers.
16. Let children do paper folding to make flowers.



17. Let children use the dried leaves and flowers to create greeting cards etc.
18. Let children create pictures with leaves.
19. Let older children use blunt scissors to cut on bold outlined pictures of fruits, leaves, trees and shapes.
20. **Paper Folding or Origami:** Provide square pieces of coloured paper and encourage children to do paper folding to get a tree and flower. Let them paste these on a paper/scrapbook and create a drawing around it.
21. **Seed Mosaic:** Draw a tree on the paper and let children paste different non-edible seeds on it.
22. Get children involved in making a “Book Mark” on the theme “Plants” and let the children colour it. They can draw a leaf, a tree, a flower and a fruit.
23. Let older children create a flower plant with play dough/ plasticine or potter’s clay. Help them to label the parts of the plant. Similarly encourage them to draw the things that plants needs to grow (sun, water, soil and label it.)
24. **Flower Pots:** Let older children decorate flower pots.

## VI. COGNITIVE ACTIVITIES AND EXPERIENCES

PS I

PS II

EPC

1. Encourage children to look at seeds with a magnifying glass.
2. A memory game can be played in small groups with a pack of picture cards which can have pictures of vegetables and fruits. The game can be played by taking a few cards at a time and laying them out face down on the floor. Each child by turn picks up one card and turns it face up. If it is a picture of a vegetable, she/he has to remember where the other vegetable card is and make a pair. The child with the maximum number of pairs of cards wins the game.
3. Put *rajma*, *channa* seeds into plastic packets and make two identical sets (packets) of each seeds. Encourage children to match the seeds packets. For older children, encourage them to tell say the name of seeds.
4. Keep *rajma*, *channa*, peanuts, wheat in front of children and ask them to sort these seeds into separate bowls or egg cartons.
5. **Flower colour garden:** Create cut-outs of coloured flowers and place these in the sand tub. Let children do a matching activity.
6. Go on a nature walk, observe different kinds of plants; collect different kinds of leaves and sort them into –



- Big and small leaves
- Green and coloured leaves
- Smooth and rough leaves
- Oval and edge shaped leaves.

Provide a magnifying glass and encourage children to look closely at the leaves.

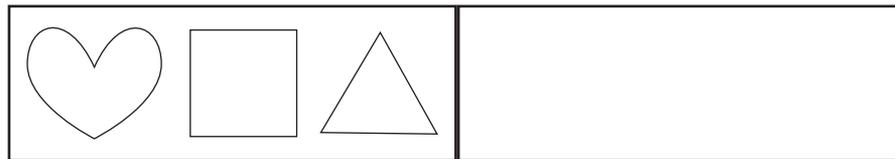
7. Soak whole *moong dal* and then on the next day put this in a wet muslin cloth and let children observe the sprouts. Later, you can prepare a sprout *salad* in the classroom.
8. Let children observe closely what happens when they put water in the plant, where does it go.
9. Take a nature walk and let children collect leaves for pressing. Keep the leaves between newspapers pressed with a wooden piece.
10. **Seed sound boxes:** Collect empty soft containers or any other plastic jars (Ask parents to send these). Put matching seeds in two jars from example 2 litchi seeds, 5 *rajma* seeds, 10 water –melon seeds, etc. Make at least five boxes (total ten for matching). Seal the lids with cello tape or adhesive. Let children shake the containers and match the similar ones.  
Let children shake each container and seriate (order) them in order of their sounds i.e., loudest to softest and vice-versa.
11. **Match Coloured flowers:** Create cut-outs of coloured flowers and let children match the coloured flowers.
12. **Tasting Fruit:** Take any one/two fruits (banana, apple, orange etc). Talk to children about these fruits. Cut/peel the fruit. Let children taste the fruit, for example apple and talk about it such as sweet, to describe how it tastes.
13. 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 should say, "I went to the market and bought an onion and a potato". The third child has to repeat onion and potato and add another name of a vegetable or fruit on her/his own. The emphasis in this game is on memory and sequential thinking. Children can remember about five to seven names of vegetable or fruits at a time.
14. **Tasting Activity:** Let children taste seeds such as PS I PS II peanuts, peas etc.
15. Collect real/artificial flowers and leaves. Let children do colour matching with these.
16. **One-to-One Correspondence:** Ask children to draw PS II EPC one stem for each flower and then draw one leaf to each flower.



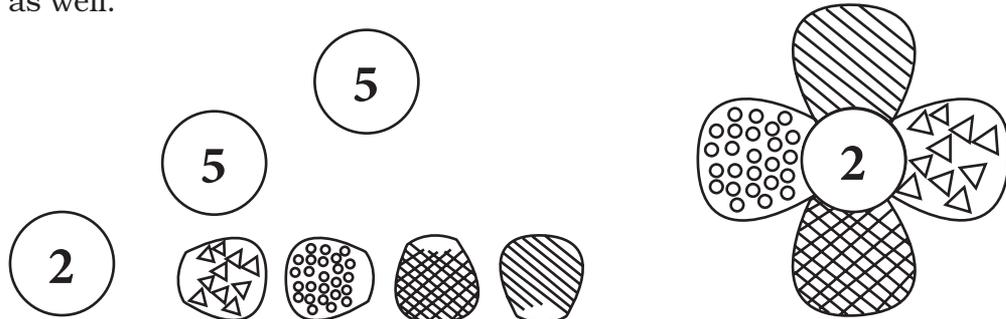
17. **Visual memory:** The teacher walks around the classroom and touches three-four objects. Then she/he asks each child to touch the same three objects and add another to the series. Let the game continue until someone forgets to touch an object.

- Let children feel the grass on their hands.
- Let children talk – “I like green because.....”

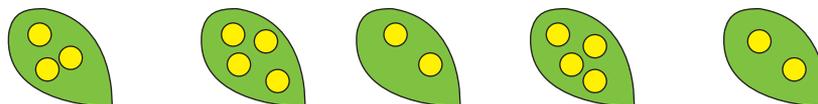
18. **Left to Right Direction:** You may also cut long strips of paper. Divide the paper in a centre by drawing a line. Prepare stamp pads of various shapes and pictures. The teacher stamps three to four designs/shapes in a row on the left of the paper and then encourage children to follow the pattern and duplicate the design on the right side.



19. **Create a flower with patterns on the petals:** Let children match the cut-outs of pattern onto the flower and then match number circle as well.



20. **Matching Dots:** Have cut-outs of at least 26-30 leaves from green chart papers. Attach to it red dots (using red papers). Similarly, have another set of 26-30 leaves from green chart papers. Now paste to it yellow dots (using yellow glazed paper). Then ask the children to match the dots with another leaf.



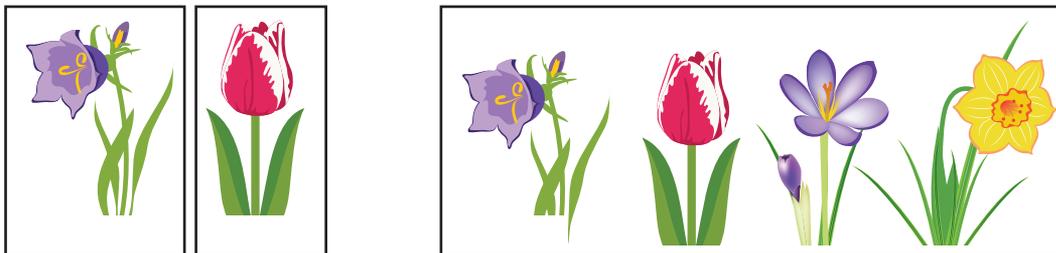
21. **Sunflower number cards:** Create sunflower number cards. Write/print number in the centre of the sunflower. Provide seeds in a bowl and let children place that many seeds to represent the numbers written in the centre of the flower. Click photos of the children. Let children create paper plate flowers. Paste photos of children in the centre. Attach a



stem and leaves and display these on the board or create a classroom flower garden.



22. **Counting leaves:** Distribute one twig with leaves to a group of children and let them count leaves in that twig. Older children can draw a picture and write the number of leaves in that twig.
23. **Veggie-fruit-Salad:** Cut cucumber, carrots, apples, banana in circles. Attach a long half cut cucumber for stem and cabbage for leaves. Let children create flowers with these veggie-fruit circles and let them eat as a *salad* during snack time.
24. **Seed and fruit match**
- Keep real seeds in a plastic bag or keep a seed picture card. Then paste the picture of cut fruit (showing seeds) on a separate card.
  - Let children observe the seed bags/seed cards closely. Then invite children one by one and let them match the seeds with the fruit. Later make children sit in small groups and play a matching game by finding the seeds and its fruit.
25. Go on a **nature walk** and **count** the items that you have collected.
26. **Matching and sorting (Plants, vegetables in shape, colour and size):** Provide different types of leaves and let children sort them according to shape, colour, size, etc.
27. **Follow the pattern:** Make any pattern with real flowers, seeds, leaves and twigs and let children copy it.



28. **Feel the leaf:** Make children sit in small groups. Keep identical set of leaves in each group. Let children feel the leaves carefully and match the similar textured leaves.
29. Let children taste different parts of plants. Encourage them to tell the name of edible parts of plants.

30. **What will happen?**

- If the plants and trees do not get water?
- If the plants do not get sunlight?

31. **Let's Experiment:** Show children two green plants. Keep one plant indoors and label NO WATER on it and keep one plant outdoors with label "WATER" on it. Ask children to predict what will happen to these plants. Let children water the plant daily where it is labelled "water". *Let children daily observe both the plants and compare. Talk about what happened to both the plants. (Also do and recall under the theme water.)*

32. **Seriation:** Let children **compare** the sizes of plants. Provide **seriation cards** of flowers, plants and let them seriate from tallest to shortest. Give them five different sizes of flowers and let them seriate from biggest to smallest or vice-versa.

33. **Classification:** Cut pictures from old books and paste plant pictures on square pieces of cardboard. Encourage children to classify the plant pictures into separate categories such as – plants we eat and plants we do not eat; fruits/vegetables and flowers; plants that grow below the ground and above the ground.

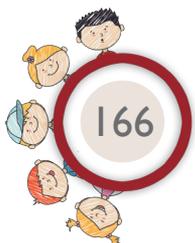
34. **Flower Colour Seriation:** Have 4-5 different coloured flowers (painted) in different shades i.e., same sized flowers but vary in its shades (darkest yellow, dark yellow, light yellow and the lightest yellow). Ask the child to arrange these in order from darkest yellow to lightest yellow. Do it with other colours as well.

35. **Complete the pattern:** Place one flower, one leaf, one twig, and then ask the children to complete the same pattern. Let older children copy and extend patterns using physical objects e.g., using coloured shapes, buttons etc. Completing the pattern can help children understand the concept of order.

36. **Flower Size Seriation (Big-Small):** Have 5-6 different sized real flowers or pictures of flowers. Explain to the children and then ask them to arrange the flowers from biggest to smallest. Let the children also name the parts of the plant (stem, leaf, flower, etc).

37. **Choose a different leaf:** Place four identical leaves and one different leaf and let children identify the different leaf. You may also develop visual discrimination cards for this instead of actual leaves. Paste three to four pictures of fruits and one vegetable and ask the children to identify which is different and why.

38. **Number Flower Mats:** Make flower cut-out from a chart paper and number them from 1-5. Take *rajma* or bean seeds in a bowl. Give each group of children these flower cut-outs and ask them to place the correct number of seeds on the corresponding number on the flower. When they are able to correspond 1-5, encourage them to do 6-10.



39. **Flower game:** Have plenty of small cut-outs of different flowers. Have one ice-cube tray for two children and one dice. Let each pair take turns rolling the dice and then place the correct number of cut-outs of flowers in their ice-cube tray. Whichever pair will fill their trays will win and may start again. Next time the cut-outs can be of leaves, seeds, fruits etc.
40. **Flower pot** (one to one correspondence): Draw or take a print of 10 flower pots. Have at least 5-6 such master boards (each having 10 pots on it). Make children sit in a small group. Have cut-outs of flowers in each group along with one dice. Each child in her/his group throws a dice and put the corresponding number of flowers on the pots. The purpose is to put one flower in each pot on the master board. Whichever child cover her/his master board pots with flowers will be the winner.
41. **Colourful Flowers:** Let children create a small flower book. Let them collect pictures of different flowers and paste in a book. Let them match the same coloured flower e.g., yellow marigold, red rose, green bud, pink bougainvillea, red hibiscus, white lily and so on. Older children can write the names underneath the pictures.
42. **Watching seed growth**
- Let children observe the growth of a bean (*rajma*) seed (that they've brought on the first day). Let them look after the plant by watering it.
  - Let older children record their observations in writing and drawings. Encourage children to watch the growth of seeds until they bear beans.
  - Let children count their leaves as it is growing.
  - When beans/*rajma* grows, let children open it and count the seeds.
  - Let children compare the fresh seeds with *rajma*.
  - Later, let children grow different seeds in their home/school. Let them observe the day-by-day growth of various seeds.
43. For older children put parts of a plant in a paper bag and let each child take out a part of a plant and talk about it.
44. Give children magnifying glasses and let them examine and feel the leaves. Ask them to describe the leaves. **EPC**
45. Carry a small shopping bag during a nature walk. Let children collect things they found along the way. Ask children to unpack the bag and let them have sorting and counting of things. Write on the blackboard or chart.
- Reetu found: 5 leaves, 2 flowers, 1 feather.
- Vijay found: 10 leaves, 5 bits of bark, 2 twigs.



46. Provide old books, posters and magazines and encourage children to find and cut pictures of food that come from plants.
47. **One-to-one Correspondence:** Place five leaves in a row and give five pebbles to children. Ask them to keep one pebble below each leaf.



48. With older children, before you cut the fruits, ask them to guess and predict how many seeds will be inside, then cut the fruit, and count the seeds.
49. Let children draw or paste picture of the stages of growth of *rajma* (kind of bean) and label it. Cut the stages and ask children to arrange the picture from first to last (serially).

## VII. MUSIC AND MOVEMENT EXPERIENCES

PS I

PS II

EPC

Encourage children to sing action songs on 'plants' theme.

### 1. एक बुढ़िया ने बोया दाना

“ एक बुढ़िया ने बोया दाना

गाजर का था पौध लगाना

गाजर हाथों-हाथ बढ़ी

सोच-तोड़ इसे ले जाऊँ

हलवा गरमा-गरम बनाऊँ

खींची चोटी जोर लगाया

नहीं बना भई नहीं बना

काम हमारा नहीं बना

और बुलाओ एक जना

फिर बुढ़िया का बुढ़ा आया

दोनों ने मिलकर जोर लगाया

खींची चोटी जोर लगाया

नहीं बना भई नहीं बना

काम हमारा नहीं बना

और बुलाओ एक जना

फिर बुढ़िया का बेटा आया



तीनों ने मिलकर जोर लगाया  
खींची चोटी जोर लगाया  
नहीं बना भई नहीं बना  
काम हमारा नहीं बना  
और बुलाओ एक जना  
फिर बुढ़िया की बहु आयी  
चारों ने मिलकर जोर लगाया  
खींची चोटी जोर लगाया  
नहीं बना भई नहीं बना  
काम हमारा नहीं बना  
और बुलाओ एक जना  
फिर बुढ़िया का पोता आया  
पाँचों ने मिलकर जोर लगाया  
खींची चोटी जोर लगाया  
बन गया भई बन गया  
काम हमारा बन गया ”

## 2. 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 ।

### 3. बागों में जब फूल खिले , फूल खिले

“ बागों में जब फूल खिले, फूल खिले

मैं तितली बन नाचूँ, नाचूँ

मैं तितली बन नाचूँ, नाचूँ

तक धिन – तक धिन तक धिन

बागों में जब फूल खिले , फूल खिले

मैं चिड़िया बन उड़ जाऊँ

ऊपर - ऊपर - ऊपर - ऊपर - ऊपर - ऊपर - ऊपर

ऊपर - ऊपर - ऊपर

बागों में जब फूल खिले, फूल खिले

मैं रस्सी ले कूदूँ, मैं रस्सी ले कूदूँ

मैं रस्सी ले कूदूँ, मैं रस्सी ले कूदूँ

बागों में जब फूल खिले, फूल खिले

मैं झूले पर झूलूँ – झूलूँ

ऊपर – नीचे , नीचे – ऊपर

ऊपर – नीचे , नीचे – ऊपर ”

### 4. पेड़

“ बड़ा पेड़, छोटा पेड़

पतला पेड़, मोटा पेड़

कैसे तन कर खड़ा पेड़ ।

देखो कितना बड़ा है पेड़ ।

अरे रे रे रे रे मत काटो पेड़,

ये तो अपना साथी पेड़ । ”



## 5. Plant a seed

*(By Kay McAlpine)*

*“Plant a seed  
plant a seed  
in the ground  
in the ground  
water it each day  
pull out all weeds  
watch it grow  
watch it grow”*

## 6. Now we are seeds

*“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”*

## 7. Old MacDonald had a farm EIEIO

*(By Anne Kuhlman)*

*“Old MacDonald had a farm EIEIO  
And on his farm he had some veggies, EIEIO  
And on his farm he had a carrot, EIEIO  
With a carrot here and a carrot there, here a carrot, there a carrot,  
everywhere a carrot  
Old MacDonald had a farm, EIEIO”*



## 8. The Gardener plants the seeds

(To the tune of “Farmer in the Dell”)

“The gardener plants the seeds-2

Herry ho the deryy ho

The gardener plants the seeds”

- ◆ The rain falls on the ground....
- ◆ The sun bright and warm....
- ◆ The seeds begin to grow....
- ◆ Flowers grow everywhere....”

## VIII. STORY-TELLING TIME

PS I

PS II

EPC

- Tell children stories on Plants and Trees. Let them dramatise any one of them.
- Collect theme related story books (refer to the list). Create your own story.
- Plan a story circle outdoors (if weather permits).

## IX. CONCLUDING THEME

- Ask children:
  - ◆ What do plants need to grow? How do you know? Let older children participate in discussions and write 5-6 sentences about ‘What do they know about plants?’
- Observe children’s participation in class discussions and the *rajma* activity.
  - ◆ What are the main parts of a plant? Let’s draw them. Let children read ‘the word wall’ with you.
  - ◆ Which fruit/vegetable do you like most?
  - ◆ Which vegetables are red/green/yellow in colour?
  - ◆ How trees are important for our environment.

## LIST OF CHILDREN’S BOOKS

1. आमवाली चिड़िया (N.B.T.) (6-8 years old)
2. आम की कहानी (N.B.T.) Pre-school
3. छोटे पौधे- बड़े पौधे (N.B.T.) (6-8 years old)
4. नन्हा पौधा (N.B.T.) (6-8 years old)



5. पेड़ (N.B.T.) (6-8 years old)
6. फूल और मैं (N.B.T.) (6-8 years old)
7. फूल और मधुमक्खी B (N.B.T.) (6-8 years old)
8. बुल-बुलबुली की बगीचा (N.B.T.) (6-8 years old)
9. *A friend forever* (N.B.T.) (6-8 years old)
10. *Flowers & I* (N.B.T.) (6-8 years old)
11. *Neelu and Peelu* (N.B.T.) (6-8 years old)
12. *Patterns from nature* (N.B.T.) (6-8 years old)
13. *The story of a mango* (N.B.T.) (Pre-school)
14. *A tree* (N.B.T.) (6-8 years old)
15. *Why?* (N.B.T.) (6-8 years old)
16. *What is a tree* (N.B.T.) (6-8 years old)
17. *The little red hen* (Planting wheat ) (English Fairytale by Byron Barton, 1993) Ages – 4-8
18. *Jack and the Beanstalk* (English Fairytale)

## SAMPLE CHEKLIST FOR THE THEME : PLANTS AND TREES

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. Use her/his observation to learn about the life cycle of a plant</li> <li>2. Listen and participate in a discussion</li> <li>3. Can talk about how a seed grow into a plant</li> <li>4. Can identify and name different parts of a plant</li> <li>5. Can explain the need of plants</li> <li>6. Learnt new words (.....)</li> <li>7. Helped in planting a sapling (How?)</li> <li>8. Can follow directions.</li> <li>9. Copy and extend pattern</li> <li>10. Use language to describe pattern</li> <li>11. Create and design using leaves, twigs, pebbles etc</li> <li>12. Has developed her/his fine and gross motor skills</li> </ol>			



	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
13. What did the child learn about colours- ♦ Match ♦ Identify ♦ Name 14. Can match the letter cards ( <i>covered under theme</i> ) 15. Can say the sound of a specific letter (covered in a theme) 16. Can draw/cut pictures of things that begin with that letter sound 17. Sing along with the rest of the children 18. Are the child's language skills improving? ♦ Listening ♦ Speaking ♦ Reading Readiness ♦ Writing Readiness 19. Is the child showing interest in story books and other environmental print? 20. Place leaves and other materials in a sequence/ order 21. Can identify fruits and vegetables 22. Can arrange the plant growth cards in a sequence and also talk about it 23. Can match seeds of similar kinds (example: <i>Rajma to Rajma, Channa to Channa</i> ) 24. Use appropriate colour for the given fruit/ vegetable drawing 25. Classify leaves on the basis of colours/shape/ size... 26. Has developed sensitivity towards natural environment 27. Understand how plants and trees help to keep the air clean 28. Can touch and count seeds			



## Transportation

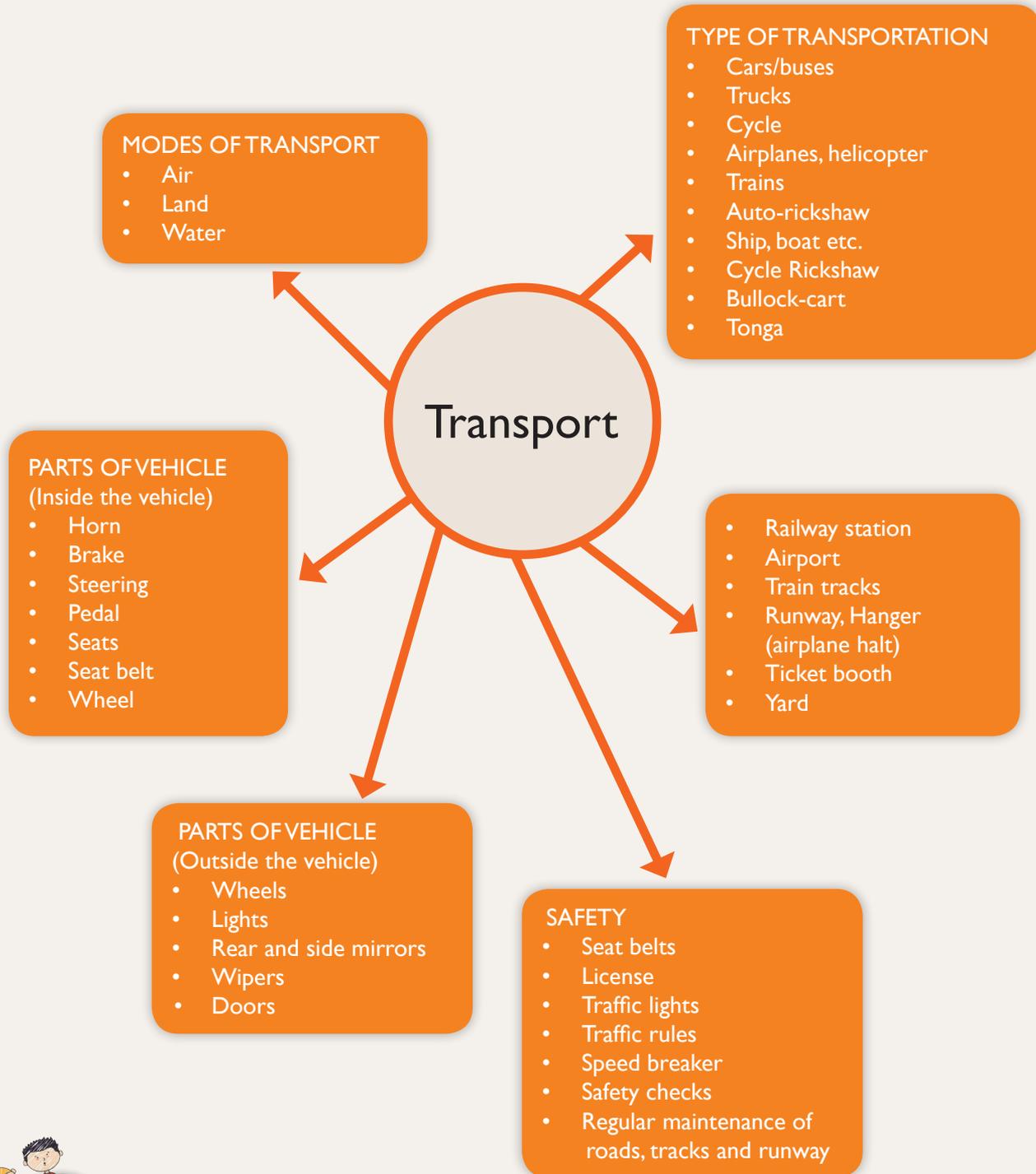
Transportation is a theme that includes all types of vehicles such as bus, car, truck, rickshaw, train, aeroplane, ship etc. This theme is related to children's everyday lives. This theme will help young children to know about different types of land, air, and water transport through activities, games and songs such as sorting vehicle pictures, completing puzzles, number and letter train and so on. Children also learn about the different parts of a vehicle both inside and outside. Activities on safety measures will help children understand that it is important to follow rules while they are out on the road. All traffic rules should be followed to avoid accidents and chaos.

*To begin with ask children about their previous travel experiences. Encourage children to share their experiences.*

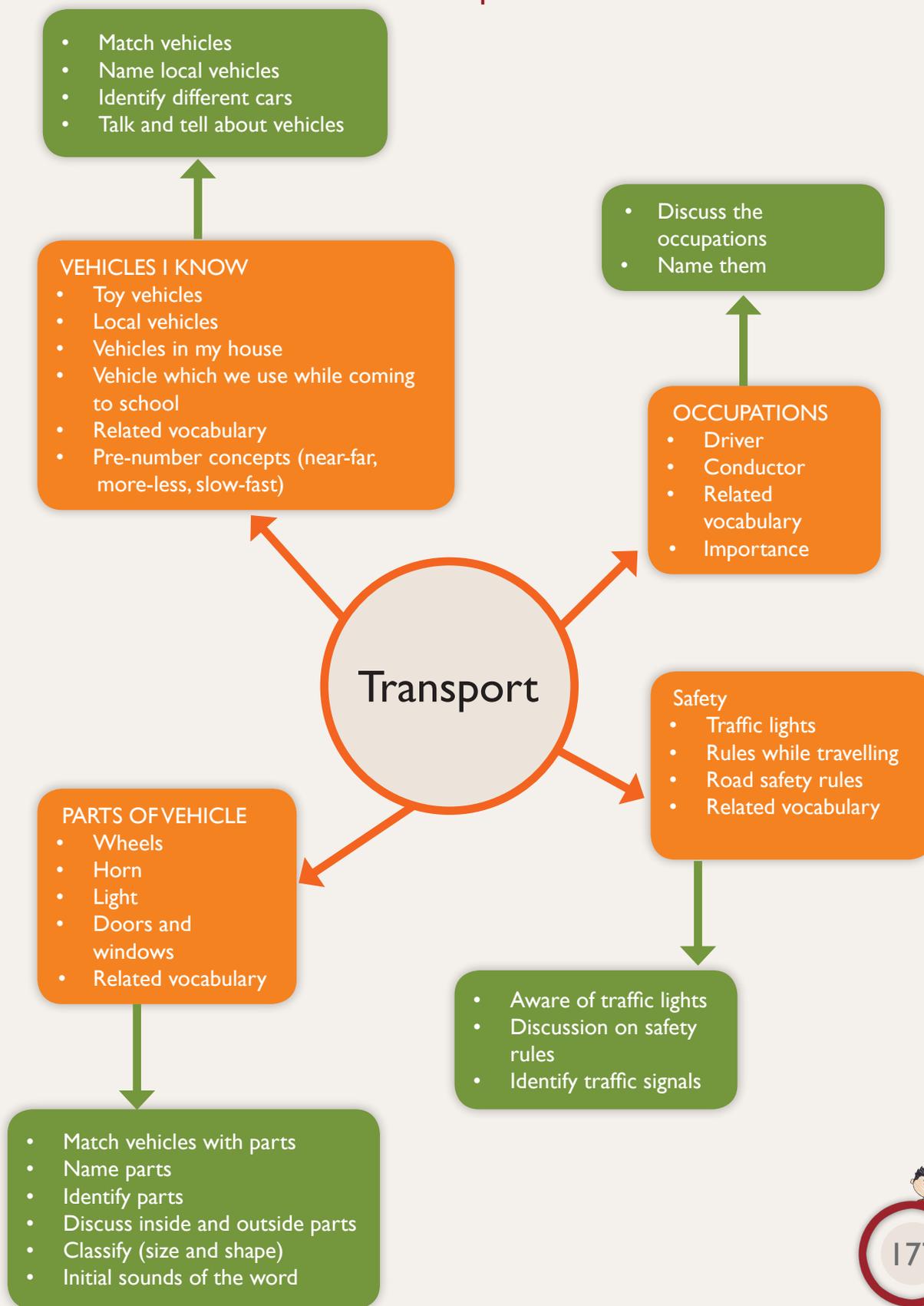
**(Think about what you want your children to learn and to know by the end of this theme).**



# THEME: Transport



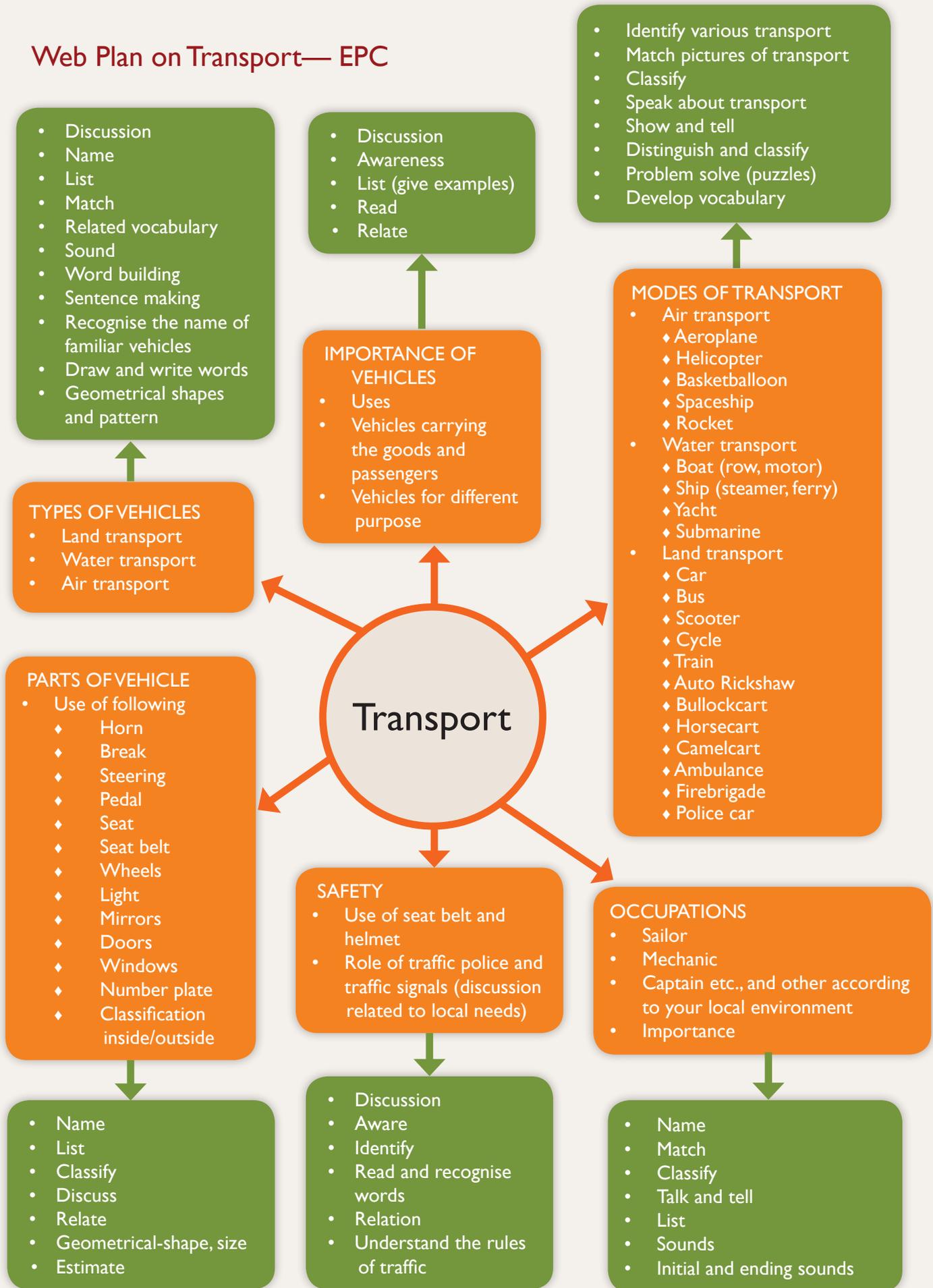
## Web Plan on Transport— PS I



## Web Plan on Transport— PS II



# Web Plan on Transport— EPC



## THEME: TRANSPORT

### OBJECTIVES

To provide lots of opportunities for young children to know/learn:

1. There are many kinds of transport such as buses, trucks, trains, aeroplanes, scooters, bikes, cars, ships and so on that help people move from place to place.
2. All the vehicles need to be maintained and inspected regularly.
3. There are different occupations related to modes of transportation.

### MATERIALS

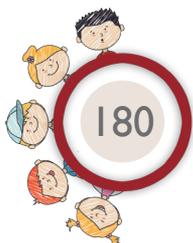
- |  |                     |
|--|---------------------|
| 1. Pictures of different types of transports | 11. Glaze paper     |
| 2. Strips of paper                           | 12. Clay/Plasticine |
| 3. Old books                                 | 13. Match boxes     |
| 4. Magazines                                 | 14. Buttons         |
| 5. Newspapers                                | 15. Bottle caps     |
| 6. Cut-outs/ pictures of vehicles            | 16. Old tyre        |
| 7. Toy vehicle                               |                     |
| 8. Cardboard                                 |                     |
| 9. Chart paper                               |                     |
| 10. Carton boxes                             |                     |

### Transport vocabulary (Not to be used as a list for spellings)

- |                   |               |
|-------------------|---------------|
| 1. Road           | 7. Tracks     |
| 2. Wheels         | 8. Trains     |
| 3. Tyres          | 9. Traffic    |
| 4. Steering wheel | 10. Travel    |
| 5. Helmet         | 11. Passenger |
| 6. Car            | 12. Pilot     |
- (Let the children add more and note them down)

### THEME BOARD

By involving children in the development of the theme board, children get to know what they want to know about vehicles. Theme boards help children to learn new things and gather information about different types of vehicles.



- Create a track around the theme board by using strips of paper.
- You may also create three separate boards namely land transport, air transport and water transport.
- Provide old books, magazines, newspapers to look for pictures of vehicles.
- Help the children draw/cut-out pictures of vehicles. Then involve them to create a collage for the theme board, interact with children about importance of safety and traffic rules.
- Encourage children to create stories on the theme board.

## Transport



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

#### FINGER PLAYS

#### 1. This is a chug-chug train

*"This is a chug-chug train*

*Puffing down the track*

*Now it's going forward*

*Now it's going back*

*Now the bell is ringing,  
Now the whistle blows  
What a lot of noise it makes,  
Everywhere it goes”*

## **POEMS**

### **2. The Little Train**

*“The little train,  
Goes up the track.  
It says, “Toot, toot,  
And comes right back”*

### **3. Airplanes**

*“Oh, look, see our airplanes  
(look up)  
Away up in the sky  
( point)  
Watch us gliding through the air  
(fly around the room)  
This is how we fly”.*

## **DISCUSSION ON THE THEME (CIRCLE TIME)**

PS I

PS II

EPC

Observe that each child participates in the discussion

Observe and listen that child uses new words to describe many objects, actions

- Talk about what kind of vehicles children see in their immediate surroundings. Then take pictures of different types of transport, show them to children and ask questions about each vehicle such as “Which one travels on the sea?”, “Which vehicle comes when there is a fire?”; and so on. Sing a rhyme/finger play on transport.
- Make a classification board and ask them to keep appropriate pictures for land, water, air. On different days talk about land, water and air transport. Show them pictures.
- Collect small toys on modes of transport during morning circle time. Make children sit in a circle and keep all the toys on the floor. Show the toys and say that you are going to talk about and play games on vehicles and their parts. Let children take the toys and examine them. Show and talk about parts of vehicles.
- Let each child select a vehicle picture and ask her/him to tell everyone about that vehicle.



## LISTENING AND SPEAKING SKILL

PS I

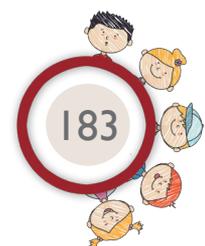
PS II

EPC

- Show and Tell:** (Send a letter to parents in advance informing them about “Transportation Show and Tell activity”)
  - Let each child bring a favourite toy vehicle from her/his home or let her/him select from the class toy vehicles. Encourage each child to talk about her/his toy vehicle to their friends or provide pictures of different types of transportation to every child and let them talk about their vehicles.
- Make sounds or play recorded sounds of various modes of transport. Ask children to identify and name the vehicle. PS I
- Classification activities at the verbal level also help to develop critical listening. For example, spot the odd one out: car, house, bus, scooter.
- Rhyming words:** Make children sit in a semi-circle. Provide a word and let each child provide a rhyming word. Keep changing the word if children find it difficult after 3-4 words, for example- Bike-Mike-Like-Hike; Boat-Coat-Note-Goat. PS II EPC
- Complete the sentence:** Let the children complete the sentence. “I went on my cycle and brought.....”; “I opened the car and.....”. PS I

## READING READINESS

- Matching vehicles:** Make a master board by pasting different types of vehicle pictures on it. Have cut-outs of the same separately. Ask children (in small groups) to match the cut-out of vehicles with that on the master board. Encourage children to identify and name the vehicles.



2. **Visual Discrimination (Odd one out)**

PS II

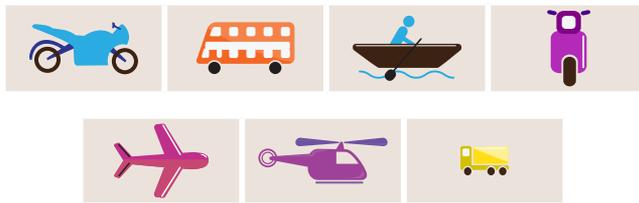
EPC

Draw /paste 3-4 pictures of land vehicles on a cardboard strip. Paste one picture of air/water transport on it (three should be identical and one different). Make children sit in a semi-circle. Call them one by one and ask them to spot the picture that is different. Ask them “Why is it different?”



3. **Alphabet Road:** Draw two roads on a thick chart paper. One is upper case letter road and another is for lower case letter road. Pre-cut vehicle shapes on a cardboard and write upper case letters and lower case letters on them. When you call out, “Drive your vehicle on upper case road, children will drive their cardboard vehicles on that and vice-versa.
4. **Transport Letter Matching:** Have cut-outs of engines or any other vehicle. Write letters on them. Then provide separate identical letters and ask children to match letters with the letters written on the engines. For older children, write upper case letters on the engines and let children match lower case letters with that.
5. **Draw and make some ‘signs’ like** **STOP** **EXIT** **NO ENTRY** **GO** etc. Use these signs in your play. You may also write the names of some common stores and restaurants along with their pictures. This will help and encourage children to read signs they see on the roads and streets.
6. **Auditory/Sound Discrimination:** After doing “show and tell” activity, ask children to say the initial sound that they hear in the words – **B**us, **T**ruck, **C**ar, **A**eroplane, **V**an, **S**cooter, **B**ike, **T**rain and so on. Ask them what else starts with that sound.
7. **Making Driving License:** Provide a rectangle piece of paper and let children copy their names on it. Attach a string to each driving license. Talk to children about this.
8. **Matching Letter** (T,V,B,C,S,A,H): Make identical sets of upper case and lower case letters. Let children match the letters and say their sounds.
9. **Auditory-Visual Association:** Have strips of thick chart paper. Paste vehicle pictures having the same initial sound with one picture having different sound e.g., aeroplane, ambulance and helicopter on one strip. Let children identify each picture and say the initial sound. Then ask them to find the odd one out. Make several sound strips like this.





10. **Alphabet Train:** Make an alphabet train (using chart paper) and display at eye level. Do the sounds of all letters and related vocabulary.

## WRITING READINESS (FINE MOTOR DEVELOPMENT)

PS II

EPC

1. **Automobile lacing:** Have cut-outs of different vehicles on thin cardboard with punched holes around the edges of each vehicle. Take a shoe string and let children lace the string on the transport shapes.
2. **Colouring in letters**

T V B C S

3. **Joining dots:** Make worksheets for individual children. Draw dotted pictures and dotted letters and let children trace over them.
4. Create **letter stamps** (both upper and lower case) for those letters that are being used for transport theme (initial letters in different vehicles names). Let children print these on the drawn relevant pictures on white papers.

## II. VISITS

- (i) Visit to automobile service station
- (ii) Visit to children's traffic training park.
- (iii) Visit to fire station.

### VISITORS

- (i) Bus driver
- (ii) Fire engine driver
- (iii) Pilot
- (iv) Auto-mechanic (think according to your own local needs)
- (v) Parents showing how to care for their vehicles (cycle, scooter, bike, car washing etc)



### III. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

PS I

PS II

EPC

1. Provide carton boxes. Let children decorate the boxes. Attach them together and also attach a string in the first box. Let them pull this wagon/train and do pretend play. One/two children can sit in the box and other children can pull the box.
2. Arrange chairs in a row. Make paper tickets. Make a conductor and a bus driver/ let other children be passengers. Let them plan and play bus ride/train ride etc. Let the conductor blow a whistle. Call out, "The bus/train is about to leave". You may sing a song or play a song for children.

### IV. ART EXPERIENCES

PS I

PS II

EPC

1. Help older children make paper aeroplanes and boats from magazine paper or glaze paper. Let the children get their boats to move on water by blowing on them.
2. **Transport Mobile:** Cut and paste pictures of different vehicles. Punch a hole in the centre of each vehicle and then tie it to the coat hanger. Suspend all vehicles from the hanger. Then finally hang the coat hanger from the ceiling.
3. **Dip and Run:** Provide old toy vehicles to children and let them dip the toy car in paint and move the car on the paper and see the print of the wheels.
4. **Colouring the traffic lights:** Provide red, yellow and green paint and give big round cut-out circles. Let children paint the traffic lights. Attach stick to the bottom of these circles. Use this traffic light during pretend/ dramatic play with toy cars, buses etc, and also in the block area.
5. **Colour Vehicle:** Attach (using string) 2-3 crayons in front of a toy vehicle. Provide paper and encourage children to move "the colour vehicle" on the paper. You may also attach a small sketch pen and make your vehicles drive with colour on the paper.
6. Ask children to draw and colour their favourite vehicle.
7. Collect objects that are round in shape (e.g., toilet paper roll cut into two pieces, big buttons, paper circles etc). Now ask children to paste these on a big round piece of thick paper. Tell them you are going to paste things shaped like wheels.
8. Provide clay, plasticine to make wheels and other objects.
9. Provide old empty match boxes and small round objects like buttons/ bottle caps/lids etc., and help children to create wagons/trains out of them.



- Involve older children in copying and drawing common road signs out of chart paper and crayons.

## V. COGNITIVE EXPERIENCES

PS I

PS II

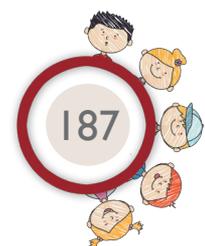
EPC

- Matching tyres/wheels:** Draw/paste pictures of varied sizes of tyres (5-6) on a cardboard strip and have an identical set of cut-outs separately. Then ask children to match the tyres according to their size with the tyres/wheels on the cardboard. PS I
- Matching Car Keys:** Draw different cars on cut-outs and write numerals on it (1-10). Ask children to place and match the correct number key onto each car. Let older children seriate the car cards from biggest to smallest number.
- Transport Dominoes (Matching):** Paste one picture of vehicle on half side of the card and a picture of another vehicle on the other half. Each card should have a different vehicle picture on either side. Make at least 25-30 dominoe cards. Distribute one transport dominoe to each child. Place one dominoe in the centre of the circle. Children having a card with the identical picture as that of the dominoe will come forward and place their card alongside to form a pattern. Let remaining children also come forward and match their transport dominoe in the same manner.
- Automobile colour matching game** PS I PS II
  - Take an old file folder. On the right side of it, make 5 columns and paste four colours at the top (see figure). On the same side below the pasted coloured squares, draw four different types of vehicles in a separate column (car, bus, aeroplane, boat). Draw four squares under coloured square so that you'll be having four rows.
  - Then on the left side of the folder, paste a chart paper pocket in which you will keep the cut-outs of all four types of coloured vehicles. Cover the folder with plastic. You may also play this game using dice with older children.

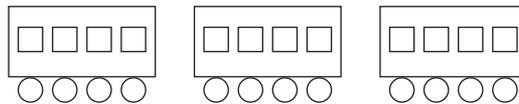
Match vehicles and colours

	Blue	Yellow	Red	Green
				
				
				
				

Observe that children play and experiment with a variety of colours textures and shapes



5. **Number train:** Draw five rectangles in the form of a train. Then ask children to draw four wheels for each rectangular box. Also ask them to draw four square windows inside each train coach. Ask older children to draw five train coaches and start drawing one animal in the first coach until you have five animals in the last coach. Encourage children to use the terms first coach, second, third, fourth and fifth coach when asking children to share about their drawings.



6. **Transportation counting:** Give each child in the small group a counting sheet. Give each child a bottle cap. Ask them to print a wheel (with the help of bottle cap) in front of number written. Ask the children to print correct number of wheels next to each number on the counting grid.

1. 

1	
2	
3	
4	

7. **Key Sorting:** Collect lots of old car keys in a box. Encourage children to sort the car keys in their own way (size, holes etc).

8. **Shape Train**

- Provide cut-outs of many different coloured shapes. Encourage children to create different transport vehicles (engine, train, car, bus, boat etc.) from these given shapes.
- For older children, give one rectangle and two circles to each child. Then ask each child to write her/his name on the given square. Ask them to attach two black circles to the rectangle. When everyone is finished, you can help children to assemble the 'name shape train' and display on the wall.

9. **Compare:** Let children compare the lengths of two toy vehicles and say which is longer and which is shorter. Let older children compare the lengths of more than two toy vehicles. Ask them which is the longest and which is the shortest.

10. **What is Missing:** Place 5-6 pictures of different vehicles in front of children and ask them to close their eyes. Meanwhile remove one picture and then ask children to open their eyes. Ask them: Which vehicle is missing?

11. Show a big picture of a vehicle and give children (in a small group) an opportunity to count how many wheels are seen in it.

12. **Self-Corrective Transport-Number Puzzle**

- Cut a piece of cardboard in the centre so that it looks like a puzzle.

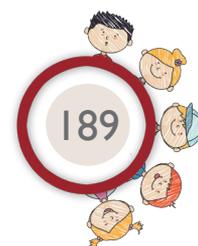


Prepare 10 puzzles and each with a different cut. Paste /draw number digit on one part of the cardboard piece and the other part should have same number of transport pictures.

- Shuffle the cards and spread them in front of the child. Ask the child to put the puzzle together (as the puzzles are self-corrective, the children will be able to join only those two cardboard pieces which interlock with each other).
13. **Transport Puzzle:** On a piece of cardboard stick a picture of a vehicle and cut it into 2 or more pieces depending on the age of the child. If the children are of younger age group, then the puzzle should have only two parts.
  14. **Transport Classification Board:** Take a cardboard of size 12"x7". Divide it into 3 parts — air, land, water and colour accordingly. Make the children sit in a semi-circle. Call one child at a time. Place the cardboard in front of her/him and give her/him the vehicle cut-outs such as boat, aeroplane and scooter. Ask her/him to place these on the chart according to where they are found, for example, boat in the water, aeroplane in the air, etc.
  15. **Number Train:** Cut-out of 5-10 engines or any other vehicle shapes. Write numbers 1-10 on them. Have number cut-outs (1-10) separately. Ask younger children to match numbers to the numbers on the engines. Ask older children to line the number engines in order (1-10).
  16. **Sorting Coloured Vehicles:** Cut different coloured vehicles from chart paper or paste coloured paper on different cut-outs of vehicles. Ask children to sort these vehicles by colour, shape and size.
  17. **Feel the vehicle:** Pass the 'toy vehicle bag' during circle time. Let each child take a turn, put her/his hand in the vehicle bag and as the child reaches her hand inside the bag, ask if she/he can guess which vehicle it is.
  18. **Pattern with keys**
    - Make a row of pattern with keys and ask children to copy the same below it.
    - Ask older children to extend keys pattern. E.g., big key, big key, small key, big key, big key..... and so on.
  19. **Wheel colour match:** Similar to automobile colour matching game. This activity is simpler. Involve younger children to match different coloured wheels.
  20. **Ordering/Seriating Vehicles:** As children under the age of four are unable to classify with accuracy, they still need lots of readiness activities in grouping set of objects. Provide different sized toy vehicles and ask them-

Observe whether children can make comparisons among vehicles

What do children know about patterns? Ask children to describe the pattern



- Find the smallest or biggest car/scooter etc.
- For older children let them arrange the vehicle (pictures or toys) from biggest to smallest. Ask them to use the vocabulary or ordering. You may also ask them to give ordinal numbers — first, second, third and so on.
- Give me the longest engine.
- Ask children to arrange vehicle pictures from biggest to smallest, tallest to shortest and vice-versa.

## VI. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES)

PS I

PS II

EPC

### MUSICAL EXPERIENCES

#### 1. लाल बत्ती रुको- रुको

“ लाल बत्ती रुको- रुको  
पीली कहे जरा ठहरो  
हरी बत्ती कहे हमें चलो  
आगे बढ़ो भई आगे बढ़ो  
मैं तो हूँ इक मोटरगाड़ी  
चार मेरे पहिए भारी-भारी  
बत्ती हो कोई रंग सही  
मैं फिर भी रुकूँगा नहीं  
न भैया न तू ऐसे ना करना  
सड़क के सभी नियमों का  
तू सदा ही पालन करना ”

#### 2. यातायात के साधन

सड़क बनी है लम्बी चौड़ी,  
उस पर दौड़ी मोटर गाड़ी ।  
सड़क किनारे बाएँ चलना,  
बीच सड़क पर कभी न जाना ।  
जाओगे तो गिर जाओगे,  
देखो सड़क मिले जब खाली ।  
होशियारी से कदम बढ़ाओ ,  
पूरी सड़क पार कर जाओ।

#### 3. एक छोटी किशती मेरे पास

“ एक छोटी किशती मेरे पास



मैंने बनवाई, नीली रंगवाई  
और पानी में तैराई।  
एक मेढ़क बैठा पानी में  
उसने देखा, मुझको घूरा  
और कूदा किशती में  
मेरी किशती डगमगा गई  
उलट गई, पलट गई  
और डूबी पानी में ”

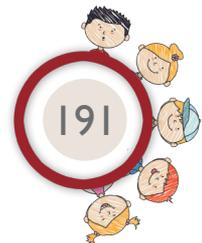
#### 4. बच्चों की यह रेल है

“ छुक- छुक, छुक- छुक, छुक- छुक- छुक  
चलते-चलते जाती रुक  
बच्चों की यह रेल है  
बच्चों का यह खेल है  
बच्चों का यह मेल है  
चलती-फिरती रेल है  
चलते-चलते जाती रुक  
छुक- छुक, छुक- छुक, छुक- छुक- छुक  
नहीं कोयला खाती है  
इसे मिठाई भाती है  
नहीं छोड़ती यह धुआँ  
मुड़ जाती आये कुआँ  
चलते-चलते जाती रुक  
छुक- छुक, छुक- छुक, छुक- छुक- छुक  
इसमें नहीं लगा है इंजन  
सीटी देता है (जगमोहन)  
लेलो टिकट और चढ़ जाओ  
रेल सफ़र का मज़ा उड़ाओ  
चलते-चलते जाती रुक  
छुक- छुक, छुक- छुक, छुक- छुक- छुक ”

#### 5. मोटर चलाओ भई मोटर चलाओ

“ मोटर चलाओ भई मोटर चलाओ  
लाल बत्ती देखो तो मोटर को रोको।  
हरी बत्ती देखो तो मोटर चलाओ  
मोटर चलाओ भई मोटर चलाओ

Observe that children move their body in a variety of controlled ways.



Observe that children sing, repeat simple songs

साईकिल चलाओ भई साईकिल चलाओ  
लाल बत्ती देखो तो साईकिल रोको ।  
हरी बत्ती देखो तो साईकिल चलाओ  
साईकिल चलाओ भई साईकिल चलाओ ”

#### 6. मोटर कार

“ मेरे पापा लाए कार,  
लंबी चौड़ी मेरी कार ।  
चाबी घुमाओ तो चल जाए,  
ब्रेक लगाओ तो रुक जाए ।  
पीं-पीं हार्न बजाती है,  
सबको सैर कराती है। ”

#### 7. बस

बस चली भई बस चली  
लाल-पीली बस चली।  
घर्र घर्र घर्र घर्र शोर मचाती,  
पों पों करती बस चली।  
मुनिया बैठो बस में तुम,  
सैर करेंगे हम और तुम।  
चलते-चलते रुक पड़ी ।  
डीज़ल पी कर फिर चल पड़ी ।

#### 8. रेलगाड़ी

छुक-छुक करती आती रेल,  
दूर शहर पहुँचाती रेल ।  
सीटी खूब बजाती रेल,  
स्टेशन पर रुक जाती रेल ।

#### 9. दो हैं पहिये

“दो हैं पहिये, दो हैं पैडिल  
पीछे गद्दी, आगे हैंडिल  
पैरों की ताकत से चलती  
इसको कहते सभी साईकिल ।”

#### 10. चली बैलगाड़ी

“ चली बैलगाड़ी सड़कों पर,  
चर-मरर चूँ चर-मरर ।  
बड़े काम की है यह गाड़ी,  
बोझा ढोओ, करो सफर । ”



### **11. Wheels of the bus.....**

*“The wheels of the bus go round and round,  
Round and round, round and round,  
The wheels of the bus go round and round  
All through the town.*

*Other verses:*

*The wipers of the bus go swish, swish, swish.*

*The doors of the bus go open and shut.*

*The horn of the bus goes beep, beep, beep.*

*The driver of the bus says, “Move on back.”*

*The people of the bus go up and down”*

### **12. Row, row, row your boat**

*“Row, row, row your boat  
Gently down the stream,  
Merrily, merrily ,merrily merrily ,  
Life is but a dream.*

*Drive drive drive your car*

*Up and down the street,*

*Merrily, merrily, merrily merrily*

*Do you drive carefully?*

*Fly fly fly your plane*

*Way up in the sky*

*Merrily, merrily, merrily merrily*

*I am flying so high*

*Chug chug chug your train,*

*Up and down the track*

*Merrily, merrily, merrily merrily*

*Going and coming back”.*

### **13. This is the way we pump a tyre**

*“This is the way we pump a tyre*

*We pump a tyre*

*And it goes*

*Higher higher*

*Puncture makes the tyre low*

*And it goes shh-hhh.....”*



#### **14. Aeroplane Song**

*(To the tune of “Wheels of the Bus” by Ann Scalley)*

*“The pilot on the airplanes says*

*Fasten your belts*

*Fasten your belts, fasten your belts.*

*The pilot on the airplane says fasten your belts*

*When flying through the sky”.*

*The luggage on the plane goes up and down.....*

*The people on the plane goes bumpity bump.....*

#### **15. Early in the morning**

*“Down by the station*

*Early in the morning*

*See the little engines*

*All in a row*

*Up came a drive*

*He pushed the little lever*

*Puff-puff, toot-toot*

*Off we go!”*

#### **16. One lonely bus driver all alone and blue**

*“One lonely bus driver all alone and blue*

*He picked up a passenger and then there were two.*

*Two people riding, they stopped by a tree*

*They picked up a passenger, and then there were three.*

*Three people riding, they stopped by a store*

*They picked up a passenger, and then there were four.*

*Four people riding, happy and alive,*

*They picked up a passenger, and then there were five.*

*Five people riding, open swung the door*

*Four passengers got off the bus,*

*The driver’s alone once more”*

#### **17. Engine On The Track**

*“Here is the engine on the track (hold up thumb )*

*Here is the coal car, just in back (pointer)*



*Here is the box car to carry freight (middle)*  
*Here is the mail car. Don't be late. (ring )*  
*Way back here at the end of the train. (little )*  
*Rides the caboose through the sun and rain”.*

### 18. Get A Ticket

*“Get a ticket, ticket, ticket for the train.*

*Get a ticket, ticket, ticket for the train.*

*Don't stand out in the wind and rain.*

*Get a ticket, ticket, ticket for the train”*

*Additional verses make the following substitutions:*

*Bus; Climb aboard, you can ride with us.*

*Plane; Don't stand out in the wind and rain.*

*Boat; The water's too cold to swim or float.*

*Bike; It's way too far to walk or hike.*

PS I

## MOVEMENT EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)

1. Collect and use tyres for swings (seats); for climbing and also for balancing frames.
2. Games like *mamaji*, oh *mamaji*: Let children form a circle. One child becomes “*Mamaji*” and goes to the centre. The children walk in the circle and sing, “*Mamaji*, oh *mamaji*, where will you take us?” *Mamaji* can name any place e.g., ‘Mumbai or Zoo’. Then the children will say, “How will we go?’ *Mamaji* says, “By train”. The children move in the circle and imitate the sound and movement of train.
3. Let children throw the ball in the tyre kept at a PS II EPC distance.
4. Provide old tyres and let children roll the tyres in an open outdoor area.
5. For older children, draw a line on the ground with chalk powder and encourage them to roll the tyre along the line.
6. Hang a tyre from a tree according to the height of children. Provide balls or beanbags and ask children to throw a ball through the tyre. As children practice, increase the distance gradually.
7. **Let's fly like an airplane:** Ask children to stand in a circle and spread their arms as wings of an aeroplane. Then as you call out, “fly high...” They will move in a circle, raise their arms high and make a noise and then lower their arms accordingly.



8. **We will go to the market:** Make all the children stand in a big circle with the teacher in the centre. The teacher stands in the centre of the circle and says “We will go to the market by “bus”, and the children run around the circle making the sound of a bus. Suddenly the teacher will call out, we will bring four apples and all the children have to form groups of four. The teacher will keep on changing the name of the vehicles and the number of the fruits/sweets. Accordingly the children will enact and form groups of that number.

9. **Let’s become a train**

- Divide children into small groups and let each group form a train by keeping their hands on the shoulders of the child standing in front. Play the music and encourage the groups to move around the class without removing their hands from the shoulders. Make one child as an engine for each group and keep on changing the engines.
- You may also cut different coloured tickets from chart paper. One child can act as conductor to give the tickets. Let children join the train by taking the ticket.

10. **Fly the airplane**

- Keep the paper aeroplanes (premade) ready with you. You may also involve parents and older children to make it.
- Keep a large carton-box at a distance and encourage children to throw their aeroplanes into it. Tell them that they are now pilots and fly an aeroplane.

11. **Cycle day**

Talk about the importance of saving fuel. Arrange traffic lights (made earlier) in the outdoor concrete area. Let small group of children (turn-wise) ride tricycles and follow the simple traffic rules.

How do children react and respond to stories

## VII. STORY TELLING TIME

PS I

PS II

EPC

- Collect theme related story books (refer to the list). Create your own.
- Involve children in creating a story on transport.

## VIII. CONCLUDING THEME

- Ask children:
  - ◆ Which are the vehicles they like most and why?
  - ◆ Which is your most favourite way to travel?
  - ◆ How are vehicles different from each other? How are they same?



## LIST OF CHILDREN'S BOOKS

1. मेरे स्कूल की येल्लो बस (C.B.T. ) 5-8 year old
2. लुढ़कता पहिया (C.B.T) 5-8 year old)
3. *My First Aeroplane Journey* (N.B.T) Age-group 6-8
4. जब आये पहिए (N.B.T.) Age-group 6-8
5. बस की सैर (N.B.T.) Age-group 6-8
6. मेट्रो का मजा (N.B.T.) Age-group 6-8
7. रेल चली, रेल चली (N.B.T.) Age-group 6-8
8. रेलगाड़ी चले छुक-छुक, छुक-छुक (N.B.T.) Age-group 6-8
9. आधे गोल चक्कर (N.B.T.) Pre-school
10. *Fun with metro* (N.B.T.) (Age-group 6-8)
11. *My first Railway Journey* (N.B.T.) (Age-group pre-school)
12. *The coming of wheels* (N.B.T.) (Age-group 6-8)
13. *My yellow school Bus.* (C.B.T) 5-8 year old)
14. *The runaway wheel.* (C.B.T) 5-8 year old)

By engaging in developmentally appropriate activities, children will be able to:

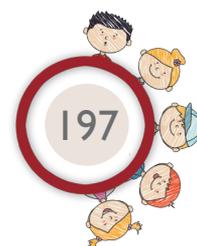
- ◆ Match vehicle pictures that go together
- ◆ Tell why these pictures/objects that go together.
- ◆ Identify sounds of different vehicles.
- ◆ Identify sounds of many letters/sounds that come during the theme.
- ◆ Classify pictures/items.

## SAMPLE CHEKLIST FOR THE THEME :TRANSPORTATION

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
1. Can describe different modes of transport			
2. Learn vocabulary associated with vehicles			
3. Describe where the vehicles travel			
4. Can talk about her/his travel experience			
5. Can identify various modes of transport			



	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
6. Can name various modes of transport 7. Participate in dramatic play 8. Use drawing, colouring and writing tools 9. Create using a range of materials 10. Craft skills: Tearing, Pasting and Cutting 11. Create pattern/design from given shapes 12. Identify and name the shapes in the pictures of vehicles 13. Identify and name the colours of the shapes in the given pictures of transport 14. Count with one-to-one correspondence 15. What did the child learn about colours- <ul style="list-style-type: none"> <li>◆ Match</li> <li>◆ Identify</li> <li>◆ Name</li> </ul> 16. Has the child developed her/his fine and gross motor skills? 17. Can match the letter cards ( <i>covered under a theme</i> ) 18. Can say the sound of a specific letter ( <i>covered under a theme</i> ) 19. Can draw/cut pictures of things that begin with that letter sound 20. Can find the letter and highlight it on the given print 21. Are the child's language skills improving? <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> 22. Sing along with the rest of the children 23. Does the child show interest in story books and other environmental print?			



The theme 'water' helps children to learn that water is very important and is basic for us to stay alive. Although water is one of the natural resources most familiar to young children, they may have never tried to explore it. We have found that children enjoy water-play and their attention span also gets widened during water-play activities. Water act as a sensory medium e.g., adding detergent powder to water to make bubbles, adding different food colour to water. These are just a few suggestions to utilise water for exploring and discovering. Many different concepts can be taught relating to the theme 'water'. This theme provide lots of play activities, discussions and simple experiments that help children learn about water, its importance, properties of water, forms of water, uses of water, the water cycle (in a simple way) and other general uses of water. We need to save water and help our children to understand this right from early childhood.

*To begin with, during the circle time a story could be told about a child who went swimming. Gradually the story will lead into a discussion for some other uses human beings have for water.*

**(Think about what you want your children to learn and to know by the end of this theme).**

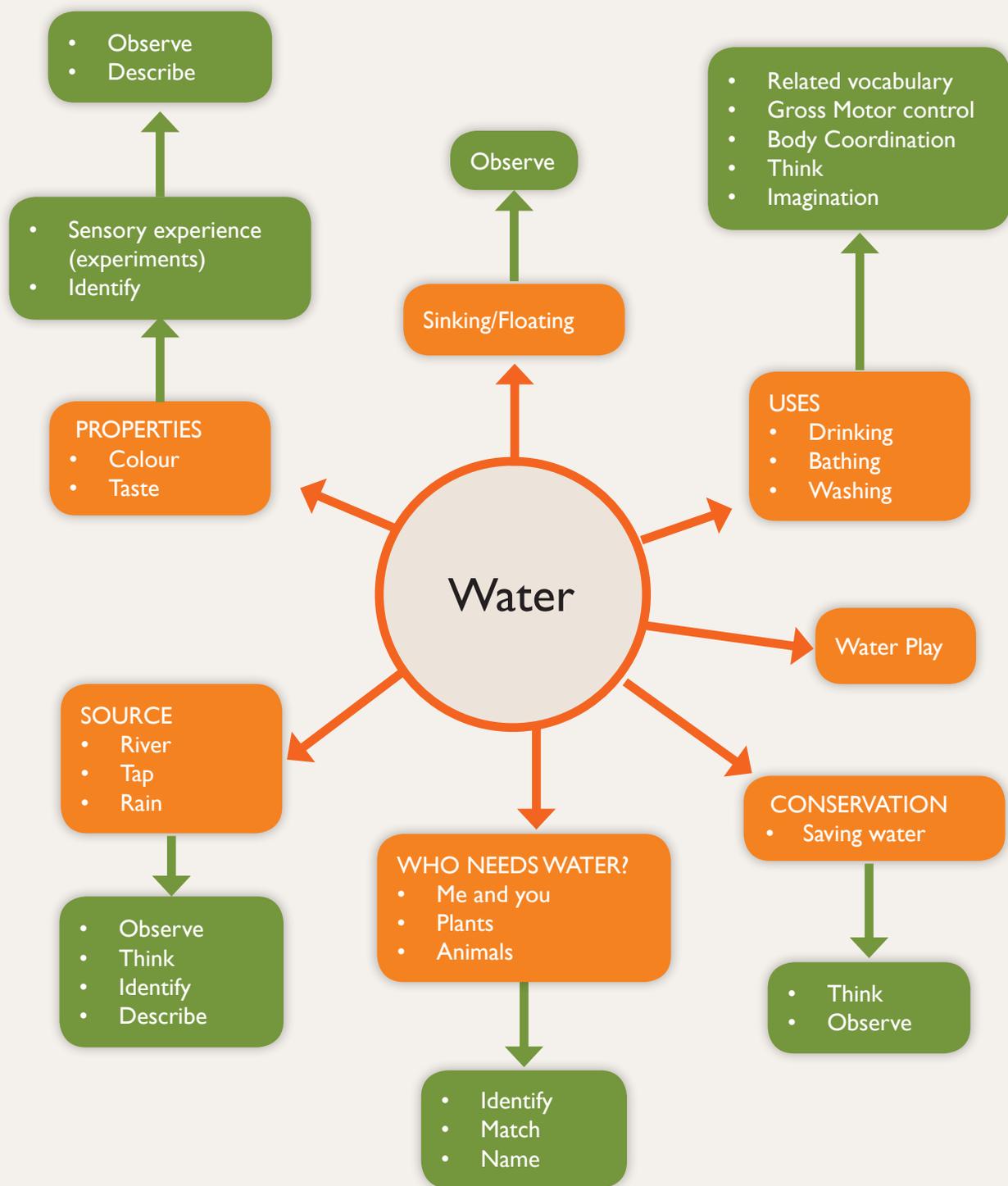


## THEME: WATER



**While doing the theme 'water', encourage the children to recall their experiences and activities they had done under the theme 'Plants' and 'Air'.**

# PS I







## THEME: WATER

### OBJECTIVES

To provide opportunities for young children to learn:

1. Water is used by humans for many purposes. Water is useful for cleaning, drinking, helping plants to grow.
2. We get water from different sources.
3. Water has three forms.
4. Water is precious and we should not waste it. Importance of water in daily life.
5. We also have fun with water.
6. Water is colourless, tasteless, odourless and has weight.
7. We all should use it wisely.

*Teachers should not attempt to investigate the components of water with young children.*

### MATERIALS

- |                              |                              |
|------------------------------|------------------------------|
| 1. Measuring cups and spoons | 12. Eye droppers             |
| 2. Funnels                   | 13. Sponges                  |
| 3. Buckets                   | 14. Bath toys/animals/ boats |
| 4. Plastic containers/Tub    | 15. Jug                      |
| 5. Raincoats                 | 16. Jar                      |
| 6. Clothes of doll           | 17. Cloth                    |
| 7. Frying pan                | 18. Sponge                   |
| 8. Washable toys             | 19. Detergent                |
| 9. Glasses                   | 20. Umbrella                 |
| 10. Ice-cubes                | 21. Cork                     |
| 11. Clear jars/glasses       | 22. Feather                  |

### Theme vocabulary

- |                  |             |
|------------------|-------------|
| 1. Water         | 7. Swimming |
| 2. River         | 8. Shape    |
| 3. Tap           |             |
| 4. Lake          |             |
| 5. Cloud         |             |
| 6. Water animals |             |



## THEME BOARD

While talking to your children, ask them to think about sources of water- “Do you know from where we get water?” “How your mother use water at home?” Let children cut pictures of a river, lake, well etc., from magazines and books. Help them arrange their pictures on the chart paper. Create a scene where people are using water wisely; a gardener is watering plants; animals drinking water from the lakes; people enjoying swimming. Label the pictures. After completion, talk about the theme board. Ask what else can be added to the theme board.

### Water



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY EXPERIENCES (CIRCLE TIME)

#### FINGER PLAYS

#### 1. Thunder Finger Play

*“Thunder crashes*

*Lightning flashes*

*Rain makes puddles*

*So I can make splashes.”*

## 2. In soapy water

*“In soapy water*

*I wash my clothes*

*I hand them out to dry*

*The sun it shines*

*The wind it blows*

*The wetness goes into the sky.”*

As children share their ideas and thoughts, write the main points of discussion on the chalkboard so that they can relate that writing has some meaning (sight reading)

Invite children into discussions e.g. “think”; “Do you have any idea”

### DISCUSSION ON THE THEME (CIRCLE TIME)

PS I

PS II

EPC

Picture reading charts can be prepared where the uses of water are being shown or the cut-outs of pictures showing the uses of water can be put on a flannel board as these are discussed. (Uses for water— drinking, cleaning, washing, swimming bathing, washing automobiles, cooking, watering plants and so on)

- Gradually also show them water is needed to dissolve things.

(Let children do it themselves—some items that dissolve in water and those that do not.)

- Animals that live in water.
- Objects that absorb water and those that do not.
- Talk to children from where we get water (river, stream, tap, well, hand pump etc).
- While doing the evaporation activity towards the end talk about water cycle (display and talk at their level).
- Plants/animals need water.
- Many forms of recreation are water related (fishing, swimming etc).
- There are different forms of water — liquid, ice, steam (show them the activities).
- Roll the ball and do conversation: Get some pictures of water activities e.g., cleaning, drinking, washing, bathing, swimming etc., and involve children in discussion. Allow children to express their thoughts. Ask children how do they use water at their home.



- Explain while doing the activities and games under cognitive development that water:
  - ◆ has weight
  - ◆ is a liquid
  - ◆ is colourless but can be coloured by adding food, colour, ink.
  - ◆ is shapeless but takes the shape of any container into which it is poured.
  - ◆ has natural taste but changed by adding sugar, salt etc.
  - ◆ evaporates (goes into the air).
  - ◆ temperature can be changed by heating and cooling.

You may also sometimes say, “Okay children it’s thinking time!” Think- “what will happen if we so not close the taps?” and so on.

Relate water concepts and evaporation while recalling the theme “Plants — caring for classroom plants; asking children why plants need to be watered; let them observe how plants are growing well with sprinklings of water.

**Check whether any child needs additional time, re-inforcement of activities and support to understand the theme.**

## READING READINESS

PS I

PS II

EPC

1. **Colour fishing:** For younger children, make raindrop shapes of different colours. Let children match the coloured raindrops. They may also use the fishing pole and pick the colour, identify it and name the colour.
2. **Letter fishing:** Create small raindrop shapes and write letters/numbers on it. Attach a paper clip on each of it. Take few pencils and make a fishing pole out of it (make 3-4 fishing poles). Call out a letter and let children catch the letter using a fishing pole. Let children match the letter, say the sound and name the letter.
3. **Print a letter “W”** and talk about its sound and other related vocabulary words.
4. **Letter clouds:** Have cut-outs of clouds. Write upper case letters on each cloud. Also have cut-out raindrops and write lower case letters on that. Let children match the corresponding raindrop i.e., lower case letter to the cloud.
5. **Word flash cards:** Using words like water, ice-cubes, drop, sink, tub, rain, cloud, bucket, umbrella etc., prepare flash cards for older children. Let them say the initial sound. Read together with children.

*Am I watching my children to see the progress they are making in language development?*



## II. VISITS

1. Fire station
2. Garden/park
3. Service station (Car/Scooter wash)
4. Water fountain, swimming pool (if any)
5. A nearby lake or river.

## VISITORS

1. Gardener with a water can
2. Fire-fighter
3. Parent to wash scooter/car
4. Someone who will bathe a pet in the classroom

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

PS I

PS II

EPC

1. Encourage the children to wash their hands before and after every meal
2. Discuss the importance of using water wisely and closing the taps after use.
3. Take the children to the school garden in small groups and help them water the plants.
4. Involve older children to make posters on 'Save Water'.

## IV. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

PS I

PS II

EPC

Encourage children to talk about their play

Make video of children in dramatic play

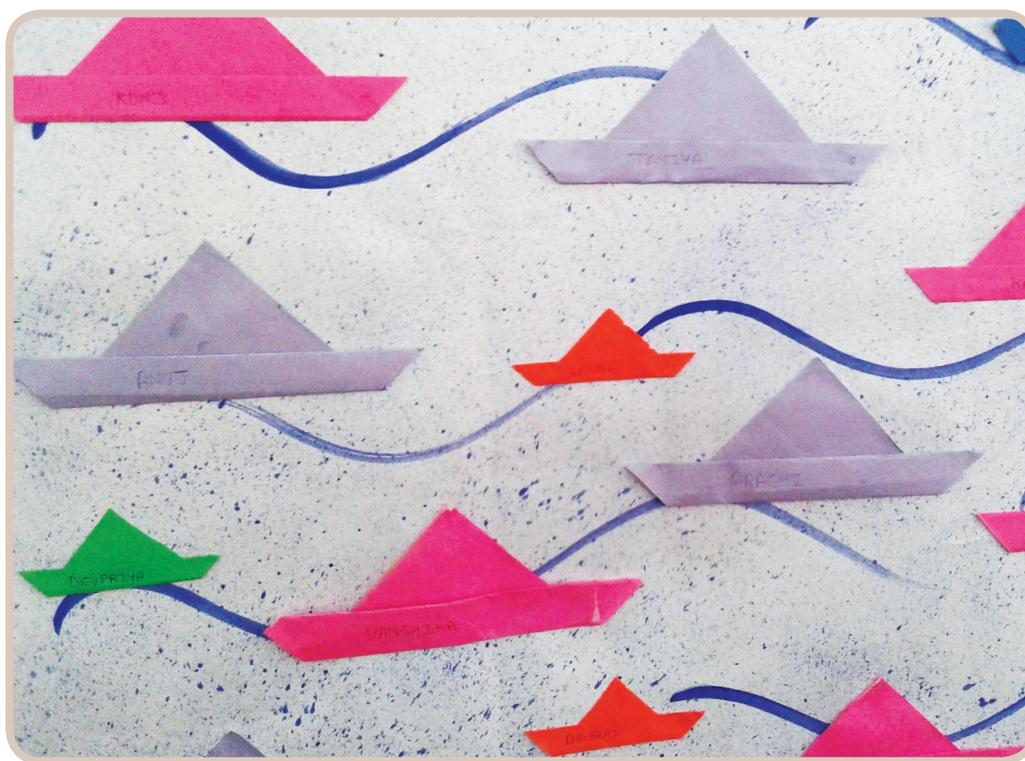
1. To encourage children to think about the uses of water, ask them to dramatise the different uses. Each child can act out one use and the others can guess the use. For example, one child can mime the act of drinking water; another can mime the act of bathing, and so on.
2. Provide small umbrella, rain-coats; gumboots (child size) etc., and let children do pretend play.
3. Let children wash doll's clothes and hang some to dry in the sunshine and some in a shady place. Let them compare drying times.
4. Indoor water play: Provide two-three small tubs of water inside the dry pool or inside a classroom. Spread a plastic sheet below it. Provide small plastic bottles, plastic funnels, write numbers such as 1, 2,3,4 as levels and attach these to bottles. Ask children to fill water upto the marked number.



## V. ART EXPERIENCES

1. **Water colour painting:** Mixing different paints with a dropper by using water and then painting with water colour.
2. Clay modelling (Potter's clay).
3. **Coloured drops on a drawing:** Draw a water drop on a paper. Provide eye dropper and coloured water to a small group of children. Let children use the eye dropper to drop coloured water on the picture.
4. **Eye dropper art:** Add different food colour to three cups. Add little water to these. Provide eye droppers in a small group and give white A4 size sheets of paper to children. Let children use the eye dropper to drop the coloured water into a paper.
5. **Painting with water:** Let children use big easel brushes and paint with water and watch how the water evaporates.
6. Let children colour the picture of an umbrella.
7. Paper folding of a boat

Observe how children are holding the dropper



## VI. COGNITIVE EXPERIENCES

PS I

PS II

EPC

(Demonstrate all experiments in a small group of children)

1. **Blow bubbles:** Put detergent or provide bubble mix to a tub of water for sensory experiences. *Let children blow and play with the bubbles.*

WATER



2. **Toy wash:** Take out all the washable toys and take them outside. Let children wash these just with water and have fun. PS I
3. **Let children explore water:** Provide kitchen utensils or plastic toys such as funnels, measuring cups, sponges, squeeze bottles etc., to play with water. PS I PS II
4. **Water Tasting:** Add sugar, salt, lemon any squash or powdered drink to drinking water. Let children taste them.
5. Let children wash doll clothes with water. Let the clothes hang on a string at the child's level.
6. Provide powdered drink or any squash. Let children mix, stir water into this mix. Help them serve in small glasses.
7. Bring ice-cubes in the classroom and let children observe these. Talk how ice cubes are *formed*. Then carefully put the ice-cubes in a frying pan on a low heat (you may use an electric kettle). Ask children to observe the ice-cubes as it first change to water and then to steam as the water boils. Cover/hold a steel/aluminium plate above the pan to collect some of the moisture (steam).
8. Ask children to wash her/his handkerchief in the water and then ask some children to put their handkerchiefs out in the sun to dry and the others inside. Let them observe which handkerchief dries more quickly. Later ask them why?
9. Take two-three clear glasses of water. Ask children to observe. Talk about the colour of water (colourless). Then add drops of liquid food colour (red, yellow, green and blue) to each of the glass. Ask children to name the coloured water (do one colour at a time). PS II EPC
  - With older children keep dropping the colour and talk about the colour. E.g: "I am adding yellow colour to this glass of water— How's the colour now-right it's yellow and now I am adding some more drops of yellow and now it is dark yellow and so on.
10. Take a container of slightly muddy water. Let it stand for a while. After sometime sedimentation will take place. Show the children the impurities settled at the bottom of the container. Talk to the children about clean and polluted water.
11. Ask a child to fill the bucket with water using a mug. Ask "How many mugs does it take to fill one bucket?" For older children, provide a set of measuring cups and three different sized plastic bottles. Ask how many cups it takes to fill a bottle and so on.
12. **Sponge Play:** Provide variety of sponges for sensory experiences. Let children soak sponges in water and then squeeze them into another empty tub. Ask them which ones hold the most water?

Discuss the differences

Ask children to observe the drops of water on the steel plate

Record each child's response and reaction

Watch children's enthusiasm in learning and doing activities

Let each child experience it and discuss the results



13. Collect a few things such as sponge, a big piece of cloth, a container full of dry sand, a small empty bucket etc. Let the children handle each object before and after adding water to it and **compare their weights**. *The children will observe that all the objects will be heavier after the addition of water.* **What's the weight:** Let the older children record the weight of materials when they compare the objects in dry and wet states. Let children discuss the results (more than, less than)

14. **What will happen? Will it sink or float:** Collect lots of objects (leaves, pebbles, paper clips, cork, coins, sponges, beads, twigs, marbles, wooden pieces etc). Provide a small tub of water and encourage children to explore and discover what kind of objects float and **what kind of objects sink in water**. Let them experiment with different materials with sinking and floating. Encourage children to predict what they think 'Will happen-will the particular item sink or float?' Gradually they'll come to know and discover that heavier objects sink and lighter objects float.

Encourage children to experiment (under supervision) what dissolves in water and what do not

15. Cut twenty umbrella shapes and write 1-10 numbers and make two sets of it. Let children match the number on the umbrella shapes.

PS II

EPC

Let children observe these colour changes

16. **One-to-one correspondence:** Draw 5-6 pictures of umbrella (in one row), clouds on a worksheet. Ask children to draw one stick for each umbrella; similarly ask them to draw slanting lines for rain under each cloud.

Record children's verbal response

17. **Water colour change:** Add different food colour to water and pour in the different plastic ice trays and place these in the freezer (do all these in front of children). After one hour take out and put coloured ice-cubes in different clear glasses. Pour plain water in glasses.

Ask children to observe. Ask –“Which substance gets dissolved in water and which ones sink at the bottom of the glass/jar. Let children add other substances to continue the experiment

18. **Watching Ice:** Pour water in a ice tray and place it in a freezer. Let children observe and inspect after every twenty minutes to observe the ice. Let children observe how it is changing. Finally, when it is frozen, take the ice out and place it in front of children and let them see how it melts.

19. **Evaporation**

(a) Take two clear glass containers/bottles and fill both of them with water. Cover one with a lid and leave the other container uncovered near a sunny window. During the theme, ask the children to observe each day the water level in the uncovered container/ bottle. Then ask them to compare the water level in both bottles. With older children, you may introduce the word “evaporation” in the discussion.



Does water  
feel heavy?

(b) Ask the children to observe the blackboard as you wipe it with a damp cloth. Ask them to watch how dampness disappear as the water evaporates. (Do not use the word evaporates; instead ask where the dampness/water has gone?)

20. **Will it dissolve or not?**

- Provide 4 clear jars with lids or glasses, sand, salt and a large jug of water.
- Pour water into each jar/glass. Add one of the elements to each glass/ jar and cover it tightly.
- Ask children to predict what will happen when you stir the water with a spoon or shake each jar.
- Then shake them (one at a time).

21. Give an empty bucket to a child. Ask children what happen to the bucket when we fill it with water. Let few children pour water into the bucket till it becomes too difficult to hold. Ask them what happened? The weight of the water can be easily understood.

***Discuss evaporation at the child's level wherever you get an opportunity such as whenever clothes have to be dried in school, watching puddle and so on.***

## VII. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES) MUSICAL EXPERIENCES

1. बरसात

“ पानी बरसा छम, छम , छम,  
छाता लेकर निकले हम ।  
पैर फिसल गया गिर गये हम  
ऊपर बस्ता नीचे हम । ”

2. इंची मिंची मकड़ा

“इंची मिंची मकड़ा, ऊपर चढ़ गया ,  
ऊपर बरसा पानी, मकड़ा भीग गया ।  
इंची मिंची मकड़ा, नीचे आ गया ,  
नीचे भी था पानी, मकड़ा भीग गया ।  
इंची मिंची मकड़ा, रोने लगा,  
ऊपर निकला सूरज, मकड़ा सूख गया ।  
इंची मिंची मकड़ा, ऊपर चढ़ गया,  
नीचे ऊपर उसका, जाला बुन गया ।



### 3. हैया हो हैया

“ हैया हो हैया, हैया हो हैया,  
पानी में चले मेरी छोटी सी नैया  
नाव चली, नाव चली, नाव चली नाव,  
आगे को चली, पीछे को चली ।  
इधर को चली, उधर को चली ।  
हैया हो हैया, हैया हो हैया,  
ऊपर को चली, नीचे को चली ।  
दाएँ को चली, बाएँ को चली ।  
हैया हो हैया, हैया हो हैया । ”

### 4. पानी

“ पानी बिना चले न काम,  
पानी आता सबके काम ।  
पानी से हम रोज़ नहाते,  
कपड़े धोते, खाना पकाते ।  
पौधे जब मुरझाने लगते,  
पानी से फिर हरे हो जाते ।

### 5. नाव बनायें

“ नाव बनायें  
अब तैरायें  
ताली पीटें, मौज मनायें,  
बादल आये, बादल आये ।  
पानी बरसा, टप-टप-टप  
चलो नहायें, छप-छप-छप  
लड्डू खायें, गप-गप-गप  
छाते बरसाती ले आयें  
बादल आये, बादल आये ।  
बूँद गिरती, छम-छम-छम  
बिजली चमकी, चम-चम-चम  
ढोल बजायें, ढम-ढम-ढम  
झूला डालें पग बढ़ायें  
बादल आए, बादल आए।

### 6. बच्चो मेरी सुनो कहानी

“ बच्चो मेरी सुनो कहानी



मैं हूँ पानी, मैं हूँ पानी  
मुझको पी तुम प्यास बुझाते,  
कपड़े धोते और नहाते।

**7. Rain, Rain go away**

*“Rain, rain go away  
Come again some other day  
We want to go outside and play  
Little \_\_\_(child’s name) wants to play.”*

**8. Splish, splash**

*By Jean Warren*

*“Splish, splash  
In the tub  
In the tub  
I just love water play  
I could splish and splash all day  
In the tub  
In the tub”*

**9. Drip, drop**

*“Drip, drop  
See the rain falling down  
Let’s take out our  
Raincoats and umbrellas  
And jump in the puddles  
With a splash, splash  
Splish, splash all around”.*

**10. Row, row, row your boat**

*“Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily merrily,  
Life is but a dream;  
Drive drive drive your car  
Up and down the street,  
Merrily, merrily, merrily merrily*



*Do you drive carefully?.....  
Fly fly fly your plane  
Way up in the sky  
Merrily, merrily, merrily merrily  
I am flying so high....  
Chug chug chug your train,  
Up and down the track  
Merrily, merrily, merrily merrily  
Going and coming back”.*

### **11. Water, water from the stream**

*(To the tune of “Twinkle, twinkle little star...”)  
“Water, water from the stream,  
When it boils it turns into steam  
Water, water it’s so nice  
Freeze it cold, it turns to ice  
Cool the steam, warm the ice  
It’s water again, clean and nice”.*

## **MOVEMENT EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)**

1. Water balloon toss
2. Sponge toss
3. Holding a water cup and walking
4. **Puddle jump:** Spread a small newspaper which the children have painted blue and say-“This is a small water puddle”. Make children stand in a line and encourage them to jump across the puddle (take turns).
5. **Pass the ice-cube:** Divide children into two teams. Ask them to stand in a line. Give an ice-cube to the first player of each team. Ask the first child to rub the ice cube in her/his hands as long as s/he can do it to make it melt and when it becomes too cold for her/him to hold s/he can pass the ice-cube to the next child standing in a line. The team who is able to melt the ice-cube first will be the winner. The game will continue but now the ice-cube will be given to the new child who has not experienced the ice-cube.
6. **River– Land:** Spread a *durry* or a mattress on the floor and say, “this is a river”. Make children stand in a circle around it. Call out “River” and children will jump on the “*durry*” and when you call out “Land” children will jump on the floor.

Watch children's body movement



7. Play music and let children move their bodies creatively.
8. **Water relay race:** Divide children into two to three teams. Keep one small bucket of water in front of each team (at the beginning of each line). Provide small plastic cups in each bucket. Mark a finish line and here keep large empty plastic buckets. Call out “GO” and blow a whistle and the first child of each team will fill a cup/glass of water and run to a finish line where empty buckets have been kept. The child will pour the water in the empty bucket and run back to her/his team and hand over the plastic cup to the next child to continue race. The team who will fill the empty bucket first will be the winner.

Observe children for pretend reading

Are the story books/picture books displayed or easily accessible?

## VIII. STORY-TELLING TIME

- Tell stories on “Water”. Divide older children into groups and ask them to create a story on water.
- Collect theme related story books (refer to the list). Create your own.

## IX. CONCLUDING THEME

Ask children:

- Did you like playing in water?
- How do you use water at home?
- Where do we get water from?
- What will happen if we waste water?
- What will happen if there is no water?

## LIST OF CHILDREN’S BOOKS

1. चुलबुली बूँद (C.B.T. Age group-5-8)
2. *The bubbly drop* (C.B.T. Age group-5-8)
3. *A Story about Water* (Age-group pre-school)
4. पानी ही पानी (N.B.T.) (Age group-6-8)
5. काले मेघा पानी दे (N.B.T.) (Age group-6-8)
6. मोर भाई (N.B.T.) (Age group-6-8)
7. *Waiting for the rain* (N.B.T.) (Age group-8-10)



## SAMPLE CHEKLIST FOR THE THEME : WATER

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. Can talk about how water is important for us?</li> <li>2. Can understand and follow instructions to save water</li> <li>3. Enjoy water related experiments</li> <li>4. Can talk about uses of water</li> <li>5. Can talk about sources of water</li> <li>6. Participates actively in discussions, can think and reason</li> <li>7. Can identify and provide possible answers/ solutions to simple problems in meaningful contexts <i>E.g, "What will happen if we do not close the taps after using them?"</i></li> <li>8. Develop sensitivity for natural environment</li> <li>9. What new words did the child learn? (.....)</li> <li>10. Has the child develops her/his fine and gross motor skills</li> <li>11. What did the child learn about colours:               <ul style="list-style-type: none"> <li>◆ Match</li> <li>◆ Identify</li> <li>◆ Name</li> </ul> </li> <li>12. Can match the letter cards (<i>covered under theme</i>)</li> <li>13. Can say the sound of a specific letter that has been covered in the theme</li> <li>14. Can draw/cut pictures of things that begin with that letter sound</li> <li>15. Can find the letter and highlight it on the paper.</li> <li>16. Are the child's language skills improving?               <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> </li> <li>17. Is the child showing interest in story books and other environmental print?</li> </ol>			



	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
18. Sing along with the rest of the children			
19. Communicate ideas while conducting explorations			
20. Is able to associate experiments based on properties of water			
21. Use language to describe the water cycle.			
22. Identify/Name the objects which sink/float in water			
23. Answers open ended questions such as what will happen if there is no water			
24. Closes the tap after using it			





The theme 'Air' has lots of simple interesting experiments and games that provide opportunities for children to learn that air is all around us. There are lots of ways to help young children learn about 'air'. Although air is invisible and we cannot see it but we can feel its effects and notice how different things moves when there is air. Plan age-appropriate activities to help children understand the theme "air" and participate in hands-on activities to sustain it. The activities and experiences in this theme are planned to reveal the concepts such as:

- Air is everywhere
- Air takes up space
- Air moves things
- Air presses on everything from all sides
- Air has weight

*To begin with the theme ask children to blow on the back of their hands. How do they feel? They become aware of air's movement.*

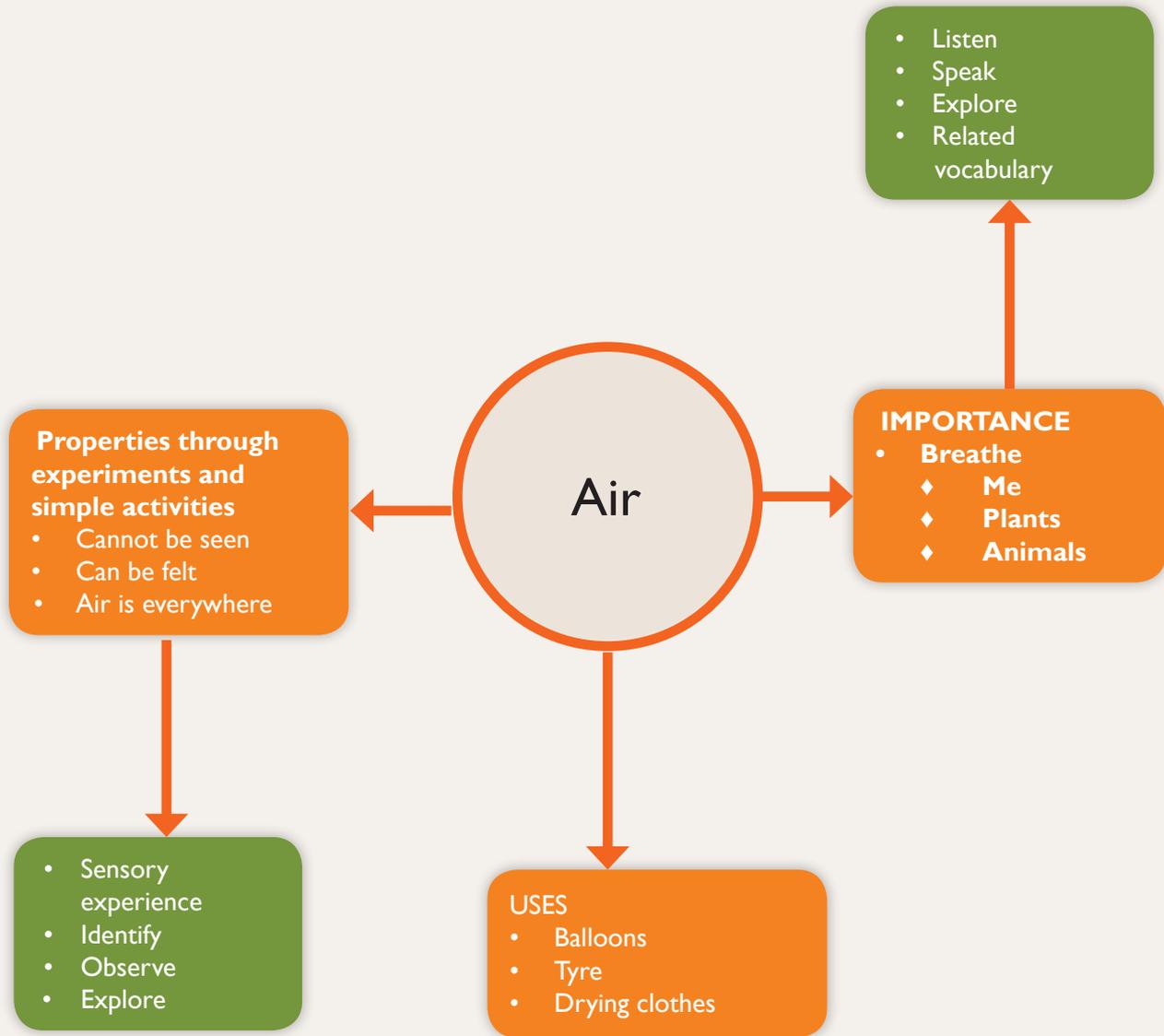
**(Think about what you want your children to learn and to know by the end of this theme).**

## THEME: AIR

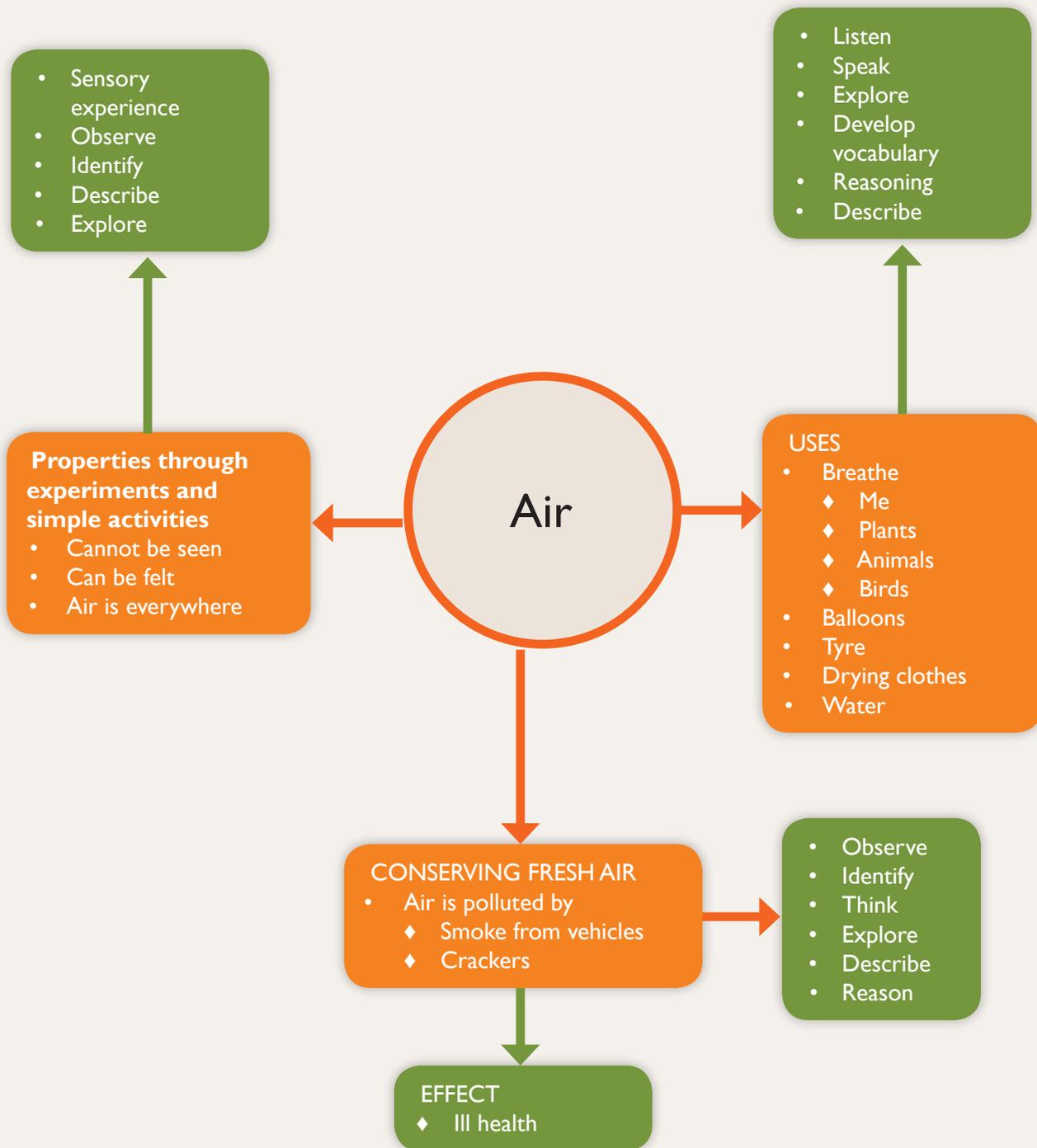


- While doing the theme 'Air', encourage the children to recall their experiences and activities they had done under the theme 'Plants' and 'Water'.
- As 'Air' is a difficult concept, the experiments and activities, need to be simple. Children need lots of hands-on experiences.

# PS I



## PS II



# EPC



## THEME: AIR

### OBJECTIVES

To provide opportunities for children to learn that:

- Air is everywhere although it cannot be seen
- Air moves things
- Humans, plants and animals need air
- Air has weight
- Air occupies space

### MATERIALS

- |                    |  |
|--------------------|--|
| 1. Leaves          | 12. Clear plastic container                    |
| 2. Pieces of paper | 13. Soap bubbles                               |
| 3. Water, tub      | 14. Seeds (coriander or any other small seeds) |
| 4. Balloons        | 15. Art supplies                               |
| 5. Handkerchiefs   | 16. Glue sticks                                |
| 6. Toy sail boats  | 17. Crepe paper                                |
| 7. Feather         | 18. Cotton balls                               |
| 8. Tissue paper    | 19. Drinking straws                            |
| 9. Crayons         | 20. Hair-dryer                                 |
| 10. Brush          | 21. Pinwheels                                  |
| 11. Whistle        |  |

### Air related vocabulary (Let children add vocabulary and record those)

- |          |          |
|----------|----------|
| 1. Move  | 5. Heavy |
| 2. Air   | 6. Wind  |
| 3. Blow  | 7. Light |
| 4. Float |          |

### THEME BOARD

Involve children in making and decorating kites. Provide cut-outs of clouds and let children colour. Also blow up some balloons and attach to the theme board. Paste a picture of an airplane, the tree swaying in air, a yacht, a child flying a kite, a man sitting under a fan. Involve children in pasting these pictures and creating a theme board on “Air”. Talk to the children about the scene.



# Air



## ACTIVITIES AND EXPERIENCES

### I. LANGUAGE AND LITERACY ACTIVITIES AND EXPERIENCES (CIRCLE TIME)

- **Finger plays**

1. **In my small garden**

*“In my small garden (cup hands)*

*Small and green*

*Baby seeds are hiding (make yourself small)*

*Safe and asleep*

*Open wide the garden (open hands)*

*Hold the seeds high,*

*Come Mr. Wind? (blow in the hands)*

*Help seeds to fly”.*

- **Poems**

2. **Air, air, air, air**

*“Air, air, air, air*

*Air is everywhere*

*We cannot taste it or see it*

*But we know it’s there”.*

Ask children simple cause and effect questions. For example: “Why does a paper blow away if you keep it under a moving fan?” “What will happen if you make a hole in a balloon? And so on”

### DISCUSSION ON THE THEME “AIR” (CIRCLE TIME)

- Discuss with children about a windy day prior to the discussion.
- Switch off the fan of the classroom and spread some torn pieces of paper on the floor. And then ask children what will happen if you switch on the fan? Children’s expected answer will be -“paper pieces will be flown away”. Ask them what makes the paper fly. Then switch on the fan and let the children see the pieces of paper flying. Explain to children that wind can move things (wind is moving air).
- Encourage children to think about different ways they (ask them to demonstrate) can make the air move, for example let them create a breeze such as blowing, using paper as a fan, etc. Encourage children to say whether they know what are the other machines that move air (fan, exhaust fan, hair dryers etc). Let them blow air from their mouth on their hands.
- Explain that we can only feel air and since it is invisible we cannot see it. Take an empty container and ask them what is inside. Let each of



them examine it. Children's expected answer is 'nothing'. When they say nothing-explain to them that the container has air. *Air is invisible but it is actually a substance that fills the space.*

- Explain to children that when strong winds are there it moves heavy objects effortlessly. Though we cannot see air but we can see *the effect of moving air e.g., 'clothes on the string move in the wind; a flag moves in the wind'*. Encourage children to think and talk about the objects they can see moving in the air.
- When talking about the need for air, ask children to close their nose for a few seconds and to tell how they feel. When talking about *importance of air* ask children to stand in a circle. Ask them to take a deep breath and feel it and then ask them to exhale and leave breath slowly. Then again ask them to inhale and exhale. After practice ask children to feel their chest rise and fall. Ask a group of children to take turns lying on the floor or putting their heads on the table so that other children can watch their chests go up and down as they breathe. Explain to them that they are taking the air in and then breathing it out. Explain that plants and animals also need air like us. (Do simple experiments like keeping one plant inside the almirah and one plant outside.) Discuss what would happen to people, plants and animals if there is no air.
- Involve older children in making simple kites and ask them to fly the kite. Show and talk to children how air helps to move things.
- Encourage them to discover how they can feel air. Ask them when they run; do they feel the wind on their face, hair?
- Discuss about the things that travel in air (expected response is — aeroplanes, birds, kites and so on). Explain at this time that seeds also travel in air (recollect the theme plants and trees). Very often different seeds fly away with air in different directions. This is how seeds get carried away by the wind and it helps plants to spread. Provide small coriander seeds to the children and let them blow strongly to see how the wind carries the seeds (*do this activity under the Plant Theme as well*).
- Ask children "What do you observe on a windy day?" "What happens if we stand below the ceiling fan on low speed and then on high speed?" Note down the responses.
- Take children out on a windy day and ask them to find out things that are being moved around by air.
- Talk about air transport. Recall the theme Transportation.

Record children's descriptions and answers of their observation of simple classroom experiments and discussion

Listen to children carefully while doing the discussion—"Have you seen air"? "Where is air"? "Can you feel air"? And so on. Record all the verbal answers

Guide the discussion to bring out the idea that living things must have air to stay alive

- ◆ *Relate water concepts to air when talking about evaporation.*
- ◆ *Relate plants and trees (seed scattering) to moving air.*



Observe and record how children match shapes and letters

## READING READINESS

PS I

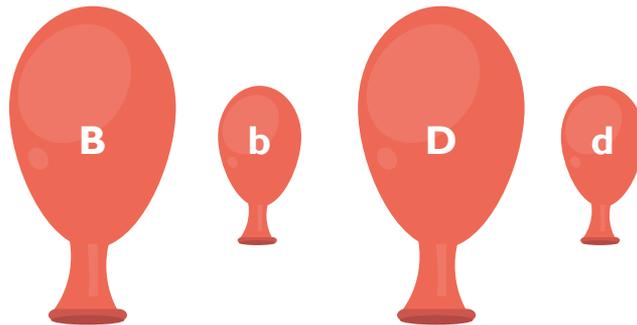
PS II

EPC

1. **Sounds of letters-** Let children say the initial sound that they hear in the words — **Air, Wind, Cloud, Kite, Blow, Fan** and say the other words/ vocabulary related to the initial sound.
2. Let children find and look for these letters in the given piece of newspaper/ story and encircle it, for e.g., find A a, W w, C c etc., and make a circle around it or highlight it.
3. Draw upper and lower case letters and let children fill colours inside it and say their sounds.
4. Let children match and sort the letters.
5. **Matching upper case to lower case letters**

PS II

EPC

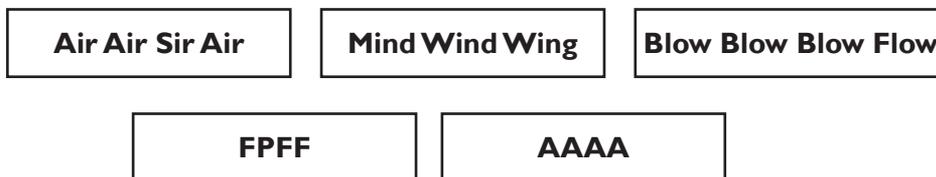


- Make balloon shaped coloured cards and write upper case letters on big balloon cards and lower case letters on small balloon shape cards. Ask children to match upper case letters to lower case letters.
  - For young children, ask them to match the similar coloured balloons.
  - You may also place three same colour balloon cards and one different. Then ask them to identify the odd one out.
6. Provide visual discrimination cards with letters/words and encourage children to identify the odd word/letter.

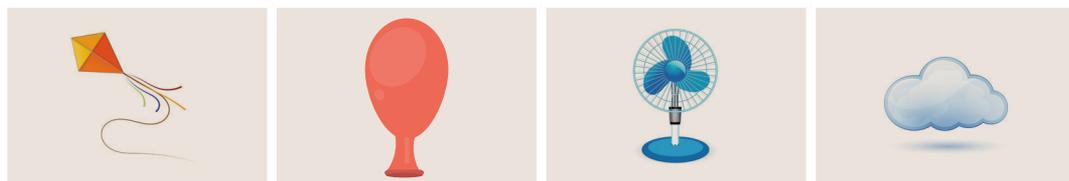
PS I

PS II

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### 7. Letter/Sound Association



- Let children identify and name each picture. Then ask to say the initial sound of each picture.



- Let children identify and name each of the above pictures in a card. Then ask them to say the initial sound and thereafter them which of the two pictures have the same initial sounds and which picture's initial sound is different. Make more such auditory visual association cards.



- Make one master board and on the left side paste pictures with letters written on it (use double sided tape).

**MATCH THE SOUND/LETTER**



- Have cut-outs of many pictures with same initial sounds. Ask children to identify the first picture and say the initial sound. Then ask them to identify the pictures having the same initial sounds and place them in the given slots. (You may use the board for other letters also as you are using double sided tape; use the back side of the board also).

9. **Match the initial letter of words**

Kite						Apple
Wind						
Blow					Bubbles	Kitten
Air						
Fan					Kettle	Flower
	Feet	Fall	Water	Wagon	Ant	Balloon

10. Encourage older children to write or talk about things that fly.
11. Encourage older children to write about the uses of air, based on their daily experiences in their own words.

## WRITING READINESS

1. Let children trace their index finger over sand paper letters such as- A, K, W, C, B etc.
2. Have kite shaped cards and punch on the edges and let the children lace the kites.
3. Let children colour inside a picture of a kite, copy/write their names on the kites.
4. Let older children write/copy the word K-I-T-E on the kite that they have drawn.
5. Let children join the dots on the pictures provided with dotted lines.
6. Let children create letters from potter's clay/play dough.

## II. VISITS

1. A nearby park/garden to observe trees and plants moving in the breeze.
2. Service-station. (Make arrangements with the service station manager before hand to have a demonstration of the tyre change and how they fill air in the tyre etc.)
3. Puncture shop.



## VISITORS

1. A parent to bring their scooter/car for wash (to observe how water evaporates).
2. Parents to fly kites in the school ground.
3. A parent bringing equipments such as vaccum cleaner, hair dryer, hand fan and show the uses of air.
4. A balloon seller to show how he fills air into balloons.

## III. SOCIAL AND EMOTIONAL DEVELOPMENT

1. Provide soapy water and allow the children to make bubbles and watch them float in the air.
2. Provide soapy water in a tub and ask children to wash dolls, toys and other washable items.

## IV. DRAMATIC PLAY (SMALL GROUP ACTIVITY)

1. Let children do role play. Provide an old inner tube and tyre pump of a bicycle for the mechanic/repairman to inflate. Provide toy cars, hollow blocks for the children to role play or help them create a car/bus with chairs and a cardboard steering wheel.

Observe that children have control over the small muscles in their hands

## V. ART EXPERIENCES

1. Colouring in a picture of cloud. Let older children write their names in a cloud.
2. **Paper bag kite:** Take brown paper bags. Let children paste different shapes (out of glaze/newspaper) on the brown paper bag. Punch a hole on the top of the bag. Tie a long string in the hole. Go outside and fly the kite.
3. **Blow painting:** Have thin chart papers and cut into kite shapes. Do it in a small group. Provide spoonful of water colour paint on each kite shape. Ask children to use a straw to blow the paint on the kite shape. Then attach the straws on the kite to make the cross shape (as on kites) and display the kites in the classroom.
4. Let older children **create kite shapes (triangles, diamonds)** using different blocks in the block building area. Encourage children to make different sized kites like big and small.
5. **Paper pinwheels:** Provide a paper pinwheel to each child and let them run with it and see how air moves the pinwheel. Involve older children in making paper pinwheels.

Ask children where the water has gone?



Observe children to see that they complete a task

6. Help children make and decorate paper airplanes. Encourage older children to write their names on it and let them go outside and fly them.
7. Let the children draw pictures of balloons and colour/decorate them.
8. **Paint with water:** Let children paint with water and let them see how water evaporates.
9. Cut different shape of things that move in the air for example: birds, butterflies, balloons. Let children fill colour in these. Attach dangling string to the back and let children fly the shapes.
10. Make **paper fans** to move air. Decorate these fans. You may also use small paper plates stapled to thin sticks and let children use these as hand fans.

## VI. COGNITIVE EXPERIENCES

PS II

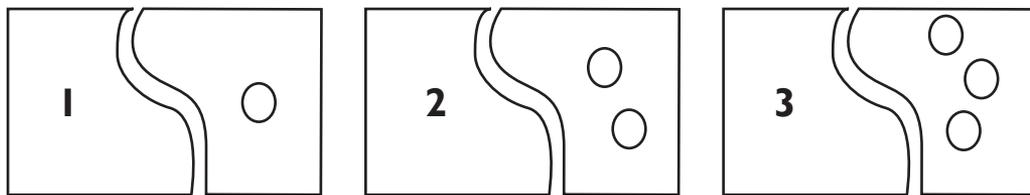
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By engaging children in simple 'Air' related activities, continuously record children's verbal response and observe their reactions

1. **Matching of kites:** Have small cut-outs of different shaped kites and ask the children to match the kite shapes. Similarly you can do for colours.
  - (a) Matching of different coloured balloons.
  - (b) Matching of different shaped balloons.
2. Make different **patterns** on cut-outs of kites/clouds. Have identical set and let children match the patterns.
3. Let the children create breeze with the help of small hand-held fans which they can make themselves by folding paper. Books, notebooks or cardboard pieces can also be used for the purpose.
4. Take two candles and light them in front of the children. Now get a child to blow at one. Before blowing ask the children what would happen if we blew at the lighted candle. Let them predict. After blowing let them observe how one gets extinguished while the other does not. The teacher should be careful and take precautions so that no mistake occur while doing this experiment.
  - Instead of blowing out the candle, ask a child to cover it with a glass. Again ask the children to guess what would happen? Discuss with them how, without air, the candle gets extinguished.
5. Take a discarded can with a lid. Make holes in it. Now fill it with water. The children will find it very intriguing to see that if you close the lid water stops pouring from the holes and if you open it, water pours out. How does this happen? Let the children do the experiment themselves.
6. **Count the bubbles:** Make number self-corrective puzzles. Draw numbers and appropriate bubbles and cut each number card in a different cut-out.

Watch their attention span and concentration while doing these activities.





7. Blow up a balloon in front of young children. Talk about its colour and shape. Then ask “What will happen if I let it go?” And then leave the balloon. Blow up another balloon. Talk about its colour and shape. Ask, “What will happen if I leave the blow hole open” (let the air come out slowly). Hear the airy sound.
8. Take a glass of water, fill it to the brim and put a cardboard cover or paper sheet over it. The cover will get stuck and even if you invert the glass, the water will not flow out for some time. (*Air puts pressure*).
9. Have cut-out of small shaped kites. Write a number on the top half (use sand paper) and draw the corresponding number of dots on the bottom half of the kite. Provide seeds/*rajma* in a bowl and ask children to place the same number of seeds/*rajma* on the dots. Ask children to trace the written number with their index finger.
10. **Coloured Kites:** Let younger children match kites of each colour. You may also cut the coloured kite in half and then let children complete the puzzle and match the colours.
11. **Kite Shades**
  - Draw same sized kites on five different cardboard pieces. Paint them in different colours from the darkest to the lightest shades.
  - Ask older children to seriate the kite from darkest to lightest.
12. **Pre-Number Concepts (Big-Small):** Draw kites, clouds, flowers, leaves of different sizes on five-six cards. Ask the children to seriate the kites or flowers in order i.e., from biggest to smallest (for this, colour all the objects for one activity in one colour i.e., all flowers in pink colour; all leaves in green; all fans in blue and so on...)
13. **Water Play:** Collect objects such as cotton balls, twigs, leaves, pieces of ribbon etc. Give straw and ask children to move each object in a water tub by blowing out them with their straws. Ask the older children to guess whether the force of the air, will move it? Take note of their responses.



## VII. MUSIC AND MOVEMENT (WHOLE GROUP ACTIVITIES)

### MUSIC EXPERIENCES

1. **पेड़ों ने दी साफ हवा**  
“पेड़ों ने दी साफ हवा,  
आम, बेर, जामुन, महुआ ।  
छाल- पत्तियाँ काम आएँ,  
दवा रोग की बन जाए ।  
पेड़ों पर झूला डालें,  
झूल-झूल कजरी गा लें ।”
2. **हवा चली धीरे-धीरे**  
“ हवा चली धीरे-धीरे  
पत्ते हिले धीरे-धीरे  
हवा चली ज़ोर से भैया  
पत्ते नाचे ता-था-थैया  
आई आँधी ज़ोर से  
पत्ते गिरे धम से  
हवा चली सर- सर- सर- सर  
पत्ते उड़ गए फर- फर- फर- फर”
3. **हवा**  
“ हवा चली भई हवा चली,  
सर् सर् सर् सर् हवा चली ।  
इधर चली भई उधर चली ।  
फर् फर् फर् फर् हवा चली ।  
धीरे चली कभी तेज चली,  
धूल और पत्ते उड़ाती चली ।”
4. **गुब्बारा**  
“मुन्ना एक गुब्बारा लाया,  
फूँक मारकर उसे फुलाया ।  
और फुलाया और फुलाया  
हवा भरी फिर और फुलाया ।  
फूट गया जब वह गुब्बारा,  
मुन्ना ने तब मुँह बिचकाया । ”



5. **Blow, blow, blow your wind**

*(To the tune "row-row row your boat".....)*

*By Diane Thom*

*"Blow, blow, blow your wind*

*Gently through the trees*

*Blow and blow and blow and blow*

*How I like a breeze!"*

6. **Row, row, row your boat**

*"Row, row ,row your boat*

*Gently down the stream,*

*Merrily, merrily, merrily merrily ,*

*Life is but a dream.....*

*Fly fly fly your plane*

*Way up in the sky*

*Merrily, merrily, merrily merrily*

*I am flying so high....*

7. **Ten little bubbles**

*(To the tune of ten Little Indians By Chicky)*

*"One little, two little, three little bubbles,*

*Four little, five little, six little bubbles,*

*Seven little, eight little, nine little bubbles,*

*Ten little bubbles for you to pop"*

8. **I see the wind**

*(To the tune of Hush little Baby.....)*

*"I see the wind when the leaves dance by*

*I see the wind when the clothes wave 'Hi'*

*I see the wind when the trees bend low*

*I see the wind when the flags all blow*

*I see the wind when the kites fly high*

*I see the wind when the clouds float by*

*I see the wind when it blows my hair*

*I see the wind almost everywhere!"*

## MOVEMENT EXPERIENCES AND ACTIVITIES (GROSS MOTOR DEVELOPMENT)

1. Let children go outside and run with their paper pinwheels.
2. **Parachute play**
  - Spread the sheet/parachute on the ground and let the children sit in a circle around the parachute.
  - Ask each child to hold the edge of parachute/sheet with both hands, pulling it towards their lap but not very tight.
  - Then place a big ball on the sheet and let the children try to roll the ball to and fro on the sheet.
  - Demonstrate this by lowering one edge of the sheet and direct the ball towards them and keep allowing the ball to pass by raising the edge of the sheet so that the ball could be directed to the next child.
  - Each child in a circle will raise the edge to direct the ball to child next to her/him.
  - Children need practice in lowering and raising the edge of the sheet that she/he is holding.
3. Prepare soapy water and let the children enjoy blowing bubbles outside.
4. Play music and let the children “move like kites”. Play the music beat sometimes, fast, slow and medium and let children move their bodies to the musical beat.
  - (a) You may also call out – *the kites now fly high-up in the sky and now come slowly down to the ground and so on.*
  - (b) Similarly let them become tall trees swaying in the wind.
5. Play music and blow up balloons. See which team can blow their balloons faster to the music.
6. Park a school van or car in the outside area and let all children wash the car/van together. *Encourage them to watch where the water is going.... talk about how water evaporates.*
7. Attach colourful crepe paper streamers to the wrist of children and let them run and watch the streamers fly!
8. Make five rows on the floor. Keep five cotton balls in each row in front of each child. Blow the whistle and ask each child to blow the cotton ball that is in front of them.
9. Let children pretend to be balloons that are blown into large shapes. Play music and call out, “Now you’re blowing and getting bigger and bigger”. When they are stretched, say that you’ll pretend to prick each imaginary balloon. Each balloon collapses as the air goes out of it.



*When outdoors, encourage the children to observe airplanes, butterflies, birds flying overhead, or leaves, paper blowing.*

## VIII. STORY-TELLING TIME

- Find out and collect stories on “Air”.
- Make children sit in a circle and encourage them to create a story on air. Write the story on the board.
- Call parents/grandparents to share a story.

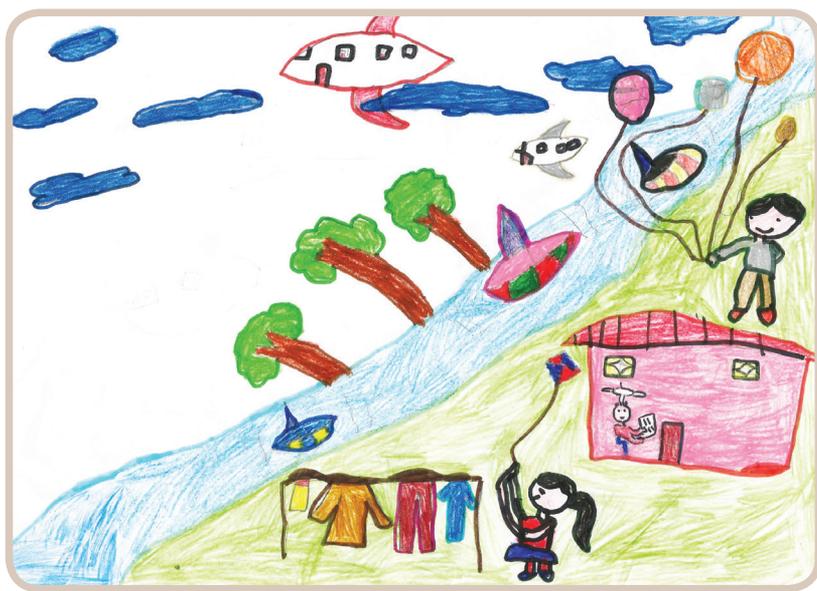
## IX. CONCLUDING THEME

### Ask the children

- What are the things that can fly in the wind? (Paper, leaves, bubbles etc.)
- What would happen to people, plants and animals if there was no air?
- How is air used in our homes to keep the family comfortable?

## LIST OF CHILDREN’S BOOKS

1. पिग्गी की उड़ान (C.B.T. 5-8 year old)
2. गुब्बारे और मैं (C.B.T. 5-8 year old)
3. कटी पतंग (C.B.T. 5-8 year old)
4. अशोक की हरी पतंग (C.B.T. 5-8 year old)
5. *Balloons for me* (C.B.T. 5-8 year old)
6. *The My First Aeroplane Journey* (Age-group 6-8)
7. *The Balloon* (Age-group pre-school)



*Drawing made by Six years old 'Kavya Malik'*

## SAMPLE CHEKLIST FOR THE THEME : AIR

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. What new words did the child learn?</li> <li>2. Identify the letter sound</li> <li>3. Can say the sound of a specific letter that has been covered in theme</li> <li>4. Sing along with the rest of the children</li> <li>5. Can find the letter and highlight it on the paper</li> <li>6. Are the child's language skills improving?               <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> </li> <li>7. Is the child sharing interest in story books and other environmental print?</li> <li>8. Say the initial/end sound of the words covered under the theme</li> <li>9. Can sing songs/rhymes on the theme</li> <li>10. Describe the experiments</li> <li>11. Use language to describe patterns</li> <li>12. Answers open-ended questions such as what will happen if there is no air</li> <li>13. Can explain how air is important for us</li> <li>14. Participates actively in discussions, can think and reason</li> <li>15. Enjoy simple experiments related to the topic Air</li> <li>16. Did the child learn about colours-               <ul style="list-style-type: none"> <li>◆ Matching</li> <li>◆ Identification</li> <li>◆ Naming</li> </ul> </li> <li>17. Can match the letter cards (covered under the theme)</li> <li>18. Can follow directions.</li> <li>19. Ask questions that lead to exploration</li> </ol>			

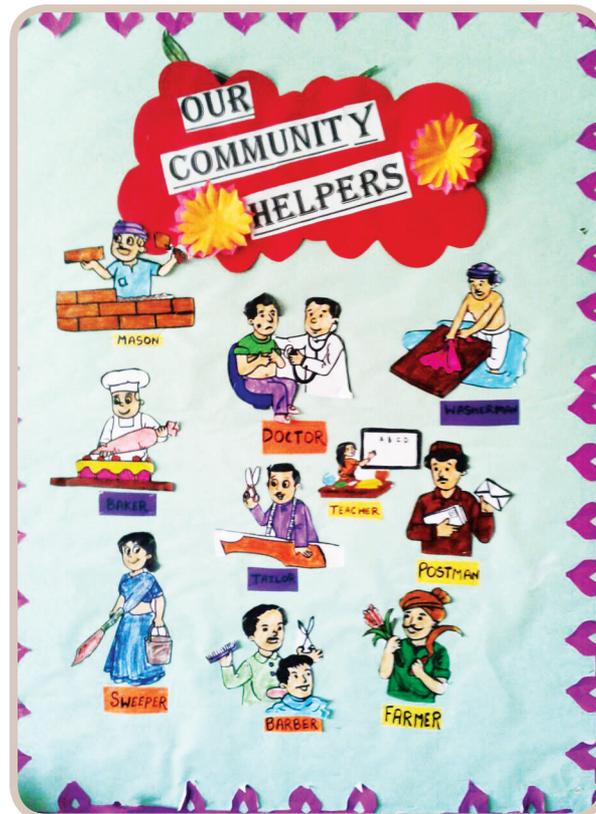


	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
20. Answer simple questions, for example, "Why does paper blow away if you keep it under a moving fan?"			
21. Can comprehend that <ul style="list-style-type: none"> <li>◆ Air is colourless</li> <li>◆ Air is odourless</li> <li>◆ Air has weight</li> <li>◆ Air is everywhere</li> <li>◆ Air can be felt</li> </ul>			
22. Recall the importance of air			
23. Identify the causes of air pollution			
24. Can identify and provide possible answers/solutions to simple problems in meaningful contexts, e.g. " What will happen if there is no air?" " What will happen if we will keep a plant inside the cupboard for one night?" and so on			
25. Is able to associate experiments based on the properties of air			
26. Copy and extend patterns			
27. Participate in group discussions			
28. Has the child developed her/his fine and gross motor skills?			
29. Can draw/cut pictures of things that begin with a particular letter sound?			
30. Colour within the space provided			



# Theme 9

## People Who Help Us (Web Plan)



(Think about what you want your children to learn and to know by the end of this theme).

**PROFESSIONS**

- Doctor
- Vegetable-seller
- Mason
- Cook/cheaf
- Postman
- Milkman
- Dentist
- Shopkeeper
- Tailor
- Driver
- Veterinarian
- Firefighter
- Maid
- Pilot
- Carpenter
- Gardener
- Electrician
- Police-officer
- Teacher
- Mechanic
- Farmer

(Think about community helpers in your immediate environment)

**TOOLS**

- Stethoscope
- Saw
- Spade
- Whistle
- Baton
- Weighing scale
- Chalk
- Blackboard
- Hammer
- Scissors
- Sewing machine
- Measuring tape
- Fire extinguisher
- Tractor
- Utensils
- Broom
- Plough (gy)

**PLACE OF WORK**

- Hospital
- School
- Garden
- Police station
- Office
- Market
- Farm
- Airport
- Dairy
- Restaurant
- Animal hospital
- Garage
- Fire station
- House
- Shop
- Post office





## PS II





## SAMPLE CHEKLIST FOR THE THEME : PEOPLE WHO HELP US

**Name of the Child:**

**Dates:**

	Y/N	Detailed Comments (How well the child is doing)	Teaching strategies for further action
<ol style="list-style-type: none"> <li>1. Learn new words</li> <li>2. Identify the letter sound</li> <li>3. Can say the sound of a specific letter that has been covered in a theme</li> <li>4. Sing along with the rest of the children</li> <li>5. Are the child's language skills improving?               <ul style="list-style-type: none"> <li>◆ Listening</li> <li>◆ Speaking</li> <li>◆ Reading Readiness</li> <li>◆ Writing Readiness</li> </ul> </li> <li>6. Learnt about the tools used -               <ul style="list-style-type: none"> <li>◆ Matching</li> <li>◆ Identification</li> <li>◆ Naming</li> </ul> </li> <li>7. Is the child sharing interest in story books and other environmental print?</li> <li>8. Can match the letter cards (covered under the theme)</li> <li>9. Can follow directions</li> <li>10. Can find the letter and highlight it on the paper</li> <li>11. Demonstrates knowledge of the importance of community helpers in our daily lives</li> <li>12. Is able to match the helpers with the tools used</li> <li>13. Demonstrates awarenss of that community helps need to be appreciated and respected</li> <li>14. Can draw/cut pictures of things that begin with letter sounds</li> <li>15. Developed her/his fine and gross motor skills</li> </ol>			



## **WARMING UP ACTIVITIES**

### **1. NAME : HELLO GAME**

#### **Objectives**

- To know each other's names.
- To introduce self and greet other.

**Age: 4+**

**Materials Required:** A tambourine, whistle or any other noise maker, soft ball.

#### **How to play**

- Make all the children sit in a circle.
- You also join the circle.
- Go to one child, shake hands with her/him and say "Hello, My name is-----"
- Then you and the child both now introduce yourselves to other children in the circle. All children stand up and introduce themselves to each other.
- When all the children are moving and introducing to themselves, play your tambourine or whistle. The moment you play the tambourine and make a noise, you and all the children run and find a seat in a big circle previously drawn.
- The child who is not in the circle goes to the middle of the circle and the teacher help her/him to start the game again.

#### **Variation**

1. When children introduce each other by saying "Hello, my name is....." give them a soft ball to throw to each other in a circle and say, "Hello, my name is....."
2. Instead of Hello, let children throw the ball and say good morning and call out another child's name.
3. After completing one round of Hello, in the next round let children ask, "How are you? .....I am good, thank you,..... It is nice to meet you....." and so on.



### **2. NAME : ZIP-ZAP**

#### **Objectives**

- To know each other

- To enhance left/ right coordination
- To enhance memory skill
- To work in a team.

**Age: 4+**

**Materials Required:** Soft ball

**How to play**

- Make all children stand in a circle.
- You stand in the middle. Explain to the children that - when you say “zip” and point to the child, the child has to say the name of the person sitting/standing on her/his right and when you call out “Zap” the child has to say the name of the child sitting/standing on the her/his left.
- Once the children get enough practice, you may increase the pace.
- Let every child get one chance.

**Variation**

1. Instead of pointing to a child and saying “Zip-Zap”, throw a soft ball and call out zip or zap.
2. Once the children know each other by name, call out zip/zap and change the criteria i.e., ask children to tell the colour of the dress/ hair of the child sitting /standing on the left/right side.

**3. NAME : BE QUICK**

**Objectives**

- To know each other
- To say the names in rhythm.

**Age: 4+**

**Materials Required:** Soft ball

**How to play**

- Make all children sit in a circle. The children have to say their own name in rhythm and add the name of another child.
- Let children clap their hands twice and click their fingers twice and practice the rhythm.
- When clicking fingers, ask children to say their names one by one in a rhythmic way. You can start the game by saying (at the clicking of fingers) “Be quick tell me your beautiful name.” The child who has to tell her/his name at the clicking has to say her name in



a rhythm and other children will continue saying their names in rhythm when they click their fingers.

**4. NAME : WHO ARE YOU?** (to the tune of row-row-row your boat.....)

**Objectives**

- To know each other
- To work in team.

**Age: 5+**

**How to play**

- Make all children sit in a circle.
- You can start the activity by singing  
“Who who who are you?  
It would be so fine  
If you tell me what your name is  
I will tell you mine”
- The child sitting next to you will say her/his name and sing the same verse to the next child and this will continue. You may do this with five children on one day and on the next day you can sing it with other children.

**5. NAME : LET’S PEEP AND FIND OUT**

**Objectives**

- To enhance observation skill
- To extend imagination
- To enhance attention span.

**Age: 4+**

**Materials Required:** Photographs of children and their families; sheets of chart paper with progressively longer holes cut in the middle of each chart paper.

**How to play**

- Ask each child to introduce her/his family by showing the photograph.
- Now take five chart papers and cut holes progressively i.e., biggest to smallest.
- Then select any photograph (don’t let the children see it). Then place the five sheets of chart papers over the selected photograph. Place



the chart paper with the largest hole at the bottom and the smallest on the top.

- Make your children sit in a circle around these chart papers.
- Then ask the children to see through the little peephole. They will be able to see a small glimpse or section of the photograph. Ask them, “What do you see? Who is it?” Let the children guess.
- Encourage children to remember the appearances of the other children’s families.
- If they are not able to do it, remove the top chart paper. The peephole is bigger now. Again ask, “Can you guess now who it is?”
- Continue removing the chart papers with holes until the photograph is completely revealed.

### **Other ideas for “Warming Up Activities”**

#### **1. Spin the bottle**

- Take an empty plastic bottle and fill it with little sand.
- Ask a child to spin the bottle (show how to do it) and whichever child the bottle points to has to say one thing s/he enjoy doing or her/his favourite thing.

#### **2. Meditation**

- Ask children to close their eyes and imagine and relate to a happy place. Then ask them to talk about it.

#### **3. Play Sounds:** Begin the theme by playing a recording of vehicle sounds. See whether children are able to recognise the sounds – Ask children if they have been on a *tonga*/train/rickshaw/aircraft/train/etc.

- Write on the board/chart paper what the children have learned about vehicles.
- Provide paper, crayons and sketch pens and let children make pictures of vehicles and let them write a few lines about their drawing. Then bind or staple the drawings to make a “Class Vehicle Book”.



**PARENT LETTER (A SAMPLE)**

Dear Parents,

We are going to talk about our new theme “My Body”. We will be providing opportunities for our young children to know and learn that:

- We all are special
- We all have a body with many parts
- We have five senses
- We can move our body in many ways and do many things
- Our bodies need good food, exercise and sufficient sleep to grow
- We need fruits, vegetables and milk to make our bodies healthy.

We will be having discussion about:

- External body parts
- Health and safety
- Clothing
- Food
- Growth.

The following are some things that you can do at home with your child to reinforce the concept/ theme. Doing these things and activities at home and talking about this theme will help your child understand the theme better and make her/him excited to come to school.

- Show family album and talk about when your child was a baby and how she/he has grown
- Sing ‘Rhymes’ related to the theme with your child
- Tell bed-time stories
- Do exercise together.

Send the following wish list items:

- Old magazines
- Old pair of clean socks
- Fabric pieces.

Thank you for your support and cooperation.

**Signature**





10.	Which concept /idea/activity I could not teach to my satisfaction? Why?
11.	Which worksheets were not clear? What was not clear in them?
12.	Which activities did the children find difficult? Why?
13.	Which were the Children's favourite language activity done under this theme?
14.	Which activities did not I conduct? Why?
15.	How and what would I do different next time when I plan the theme?



16.	<p>My self-assessment on following classroom organisation points:  My self-assessment on following classroom organisation points:  (A=I do frequently; B=I do occasionally; C=I do rarely or never)</p> <ul style="list-style-type: none"> <li>• I make a balance between large group, small group and individual work play. <input data-bbox="1115 422 1298 504" type="text"/></li> <li>• I give enough time to each child to complete her/his work/play so that no child gets tense or frustrated. <input data-bbox="1115 603 1298 685" type="text"/></li> <li>• I give special consideration while planning for specially-abled children (if any) of my class. <input data-bbox="1115 785 1298 867" type="text"/></li> <li>• I give enough time to my children to move around and for outdoor play. <input data-bbox="1115 924 1298 1006" type="text"/></li> <li>• I ask probing questions that stimulate the thought process. <input data-bbox="1115 1072 1298 1154" type="text"/></li> <li>• I spend time to observe children at their work to know their strengths and weaknesses. <input data-bbox="1115 1254 1298 1336" type="text"/></li> <li>• I change my classroom activities according to the situation and interest of the children. <input data-bbox="1115 1435 1298 1517" type="text"/></li> </ul>
17.	<b>My suggestions concerning songs, stories and games:</b>
18.	<b>Ideas to do this theme next time.....</b>

**Name and Signature of the Teacher**

**Signature of the Supervisor/Head  
With date**



## Annexure-D

(For Parents)

### WHAT DOES YOUR CHILD LIKE TO DO?

Dear Parents,

We are happy to have **Rakshit** in our class this year!

Please read the questions given below carefully and take a minute to fill these as it would help us to understand Rakshit better and his interests and talents.

As we follow a theme based programme, it will help us to select appropriate themes and activities each month.

1. What does your child like to play at home?

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2. Which are the toys that do not hold your child's interest?

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3. Which skills is your child particularly good at?

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4. Which skills would you like your child to practice?

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---

5. Tell us something that is special about your child.

---

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Yours child's teacher

Signature and Name

## Annexure-E

(For Teachers)

### WHAT DO MY CLASS CHILDREN LIKE TO DO?

Try to find out each child's interests and needs. Write them in the given column; it will help you to plan your theme better and in a more organised manner.

S. NO.	CHILD'S NAME	INTERESTS	NEEDS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			





## Annexure-F (i)

### Lesson Plan: For Toddlers

**Objectives:** To provide learning experiences and opportunities for children to learn about themselves.

Group-Toddlers	Dates –	Theme: Magnificent Me!
Concepts – I am special and wonderful. I'm learning to do many things		Skills-Self-Help, Language, Social
Day	Large Group Activities	Small Group Activities
Monday	Recite "Chubby Cheeks, dimpled chin...."	Practice dressing with dress-up clothes
Tuesday	Read 'Red Riding Hood'.	Bathe baby dolls in soapy water. Rinse, pat them dry.
Wednesday	Read 1. "Mujhe Dhundo" (NCERT) 2. "Mein Kya Kar Sakti Hoon" (NCERT)	Take off and try to wear shoes on their own.
Thursday	Picture Book Reading	Make cone caps (red and yellow). Mix them. Let children pick up their favourite cap and put on it, then ask them to look in the mirror.
Friday	Read "Ghar Ki Khoj" (NCERT)	Use small, unbreakable hand mirrors. Ask them, "Who do you see?"
<b>Sensory activities</b>	Dramatic play/puppet play	Movement/outdoor activities
<ul style="list-style-type: none"> <li>Play dough in various colours (red and yellow)</li> <li>Coloured water (Pour from container to another)</li> </ul>	Play "house-house" (ghar-ghar) with utensils, aprons, full-length mirror, family puppets.	<ul style="list-style-type: none"> <li>Push and pull toys</li> <li>Outdoor equipment</li> <li>Throw ball at a target.</li> </ul>
<b>Art Activities</b>	Self-awareness, self-esteem Self-help activities Try to dress self, put on shoes and caps	Small muscle/manipulative activities
<ul style="list-style-type: none"> <li>Scribble on sheet</li> <li>Put torn paper on glued paper</li> <li>Hand prints</li> </ul>		<ul style="list-style-type: none"> <li>Crumple paper</li> <li>Puzzles of babies (single piece i.e., On a inset board)</li> </ul>

<b>Music activities</b> 1. If you're happy and you know it.... 2. I am special.... 3. Out in the garden each fine day....	<b>Language activities</b> <ul style="list-style-type: none"> <li>Discuss toys-colour, sizes etc.</li> <li>Flannel board story – “Ghar Ki Khoj” (NCERT)</li> </ul>	<b>Transitions</b> “ if your name is....., then go to .....(the door, window etc.)
<b>Notes-</b> <ul style="list-style-type: none"> <li>Take a walk to a nearby park</li> <li>Call any grandparent for a special story-telling session</li> </ul>		

## Annexure-F (ii)

### Lesson Plan (PS I – 3 years old)

#### Weekly Sample (Week I)

**Theme:** Animals

Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40 (Motor Development) Gross	10:40-11:00 (Motor Development) Fine	11:00-11:20 (Language Development)	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
<b>F</b> <b>R</b> <b>E</b> <b>E</b>  <b>P</b> <b>L</b> <b>A</b> <b>Y</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Cleanliness check ups</li> <li>Prayer and group singing</li> </ul>	<b>Animals/ Birds</b> Name familiar animals	<b>Animal puzzle:</b> Provide single piece inset board puzzles and two match piece puzzles	<b>N</b> <b>U</b> <b>T</b> <b>R</b> <b>I</b> <b>T</b> <b>I</b> <b>O</b> <b>N</b>	Let children run and walk like animals	Let children colour pictures of animals	Read aloud stories about animals, e.g. <i>Ghar Ki Khoj</i>	Rhyme on animals	



Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	(Motor Development) Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Tuesday	<b>F O R S E T T L I N G</b> (in small groups)	-Do-	Discussion on jungle animals	Various jungle animals through picture cards (Animal Dominoe)	<b>T I M E</b>	Tiger and lamb game	Tearing and pasting	Flannel board story	Rhyme on animals
Wednesday		-Do-	Discussion on pet animals	Match pet animals to their babies		Play the game "My silly cat"	Sort and paste	Read aloud stories	Music and movement
Thursday		-Do-	Discussion on water animals	Match picture cards of jungle, pet and water animals		"Simon says.."	Play with dough/ plasticine	Puppet play on animals	
Friday		-Do-	Discussion on common birds	Sorting of animals and birds picture cards		Obstacle path	Finger painting	Read aloud stories	Music and movement
Saturday		-Do-	Recapitulation on discussion done during the week.	Seriate animal pictures		Run and walk like a animal	Draw and paint their favourite animal	Dramatisation on the story done	

**Note:**

- Complexity of activities, experiences varies according to the children's age and interest.
- Include social-emotional activities throughout the daily/weekly lesson plan for each theme.
- Continuously observe your children.
- Use locally available and teacher made material for conducting activities.

Lesson Plan (PS II – 4 years old)

Theme: Animals

Weekly Sample (Week I)

Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	11:00-11:20 Fine	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Monday	<b>F R E E P L A Y</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Cleanliness check ups</li> <li>Prayer and group singing</li> </ul>	Discussion on Animals	<b>Animal puzzle:</b> (3-4 pieces)	<b>N U T R I T I O N</b>	Move bodies creatively	Cutting and pasting	Read aloud stories on animals	Rhyme on animals



Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00 Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Tuesday		-Do-	Discussion on jungle animals	What is missing?	<b>T I M E</b>	Following directions	Phoneme blending	Rhyme on animals
Wednesday		-Do-	Discussion on farm animals	Touch and count animal pictures (1-5)		“Tiger and lamb” game	Read aloud stories	Writing readiness activity
Thursday		-Do-	Discussion on pet animals	Animal self-corrective number puzzle	Emphasis on washing hand before and after meals	Animal race	Puppet play on animals	
Friday		-Do-	Discussion on the different habitats	Match homes of animals		Game, “Simon says”	Music and movement	
Saturday		-Do-	Recapitulation on discussion done during the week	Classify animal pictures (jungle/pet/farm)		Obstacle path	Dramatisation on the story done	

**Note:**

- Complexity of activities, experiences varies according to the children's age and interest.
- Include social-emotional activities throughout the daily/weekly lesson plan for each theme.
- Continuously observe your children.
- Use locally available and teacher made material for conducting activities.

Lesson Plan EPC : Early Primary Class

Weekly Sample (Week I)

Theme: Animals

Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00	11:00-11:20 Fine	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Monday	<b>F R E E P L A Y</b>	<ul style="list-style-type: none"> <li>Welcome</li> <li>Cleanliness check ups</li> <li>Prayer and group singing</li> </ul>	General discussion on animals	3-5 piece puzzles	<b>N U T R I T I O N</b>	Tiger and lamb game	Creating letters from day?	Say the initial sound in the animals name and say more words with that sound	The children tell a story by picture reading



Days	9:00-9:10	9:10-9:30 (Morning Group Time)	9:30-9:50 (Language Development)	9:50-10:10 (Cognitive Development)	10:10-10:40	(Motor Development) Gross 10:40-11:00 Fine 11:00-11:20	11:20-11:40 (Language Development)	11:40-12:00 (Language Development)
Tuesday		-Do-	Discussion on Jungle animals and their habitat	Seriating : (ascending and descending order)	<b>T I M E</b>	Follow the leader	Buried sand paper-letters	Music and movement
Wednesday		-Do-	Discussions on farm animals and their homes	Classification games		Use animal masks and have an animal race	Reading word wall	List down names of pets/jungle/ farm animals
Thursday		-Do-	Discussion on pet animals	What comes next?		Game "Simon says..."	Reading word wall	Animals Scrap books
Friday		-Do-	Discussion on sea animals	Putting animal story cards in a sequence and talking about them		Play the game "My silly cat"	Phoneme Blending	Enact a story/ play using puppets
Saturday		-Do-	Recapitulation on discussion done during the week	Animal domino cards		Obstacle path	Tracing/ writing letters	Pass the picture

**Note:**

- Complexity of activities, experiences varies according to the children's age and interest.
- Include social-emotional activities throughout the daily/weekly lesson plan for each theme.
- Continuously observe your children.
- Use locally available and teacher made material for conducting activities.

## Annexure-G

### SUGGESTED TEACHER MADE “TEACHING LEARNING MATERIAL”

#### 1. Spin Wheel

The three letter words can be taught using the ‘Spin wheel’. It is an innovative technique in which the child tries new word formations by keeping the pointer on different letters matching with the pictures of various objects. Similarly you can prepare spin wheel for matching numbers and objects.



#### 2. Self-correcting Puzzles

When children attempt to place a puzzle piece, it will only fit, if it is placed properly in the right space. The act of manipulating each piece, turning it and trying to fit it, is the way children learn to solve the problems and develop critical thinking.

##### Self-corrective Number Puzzles

Cut a piece of cardboard in the centre so that it looks like a puzzle. One part of the cardboard piece should have the number digit and the other part should have the same number of objects. Make children sit in a semi-circle. Shuffle the cards and spread them in front of the children. Ask a child to put the puzzle together. As the puzzles are self-corrective, the child will be able to join only those two cardboard pieces which interlock with each other.





Source: Salwan Montessori School, Sector-5, Gurgaon, Haryana  
 Department of Elementary Education, NCERT, New Delhi.

### 3. Matching Picture Cards

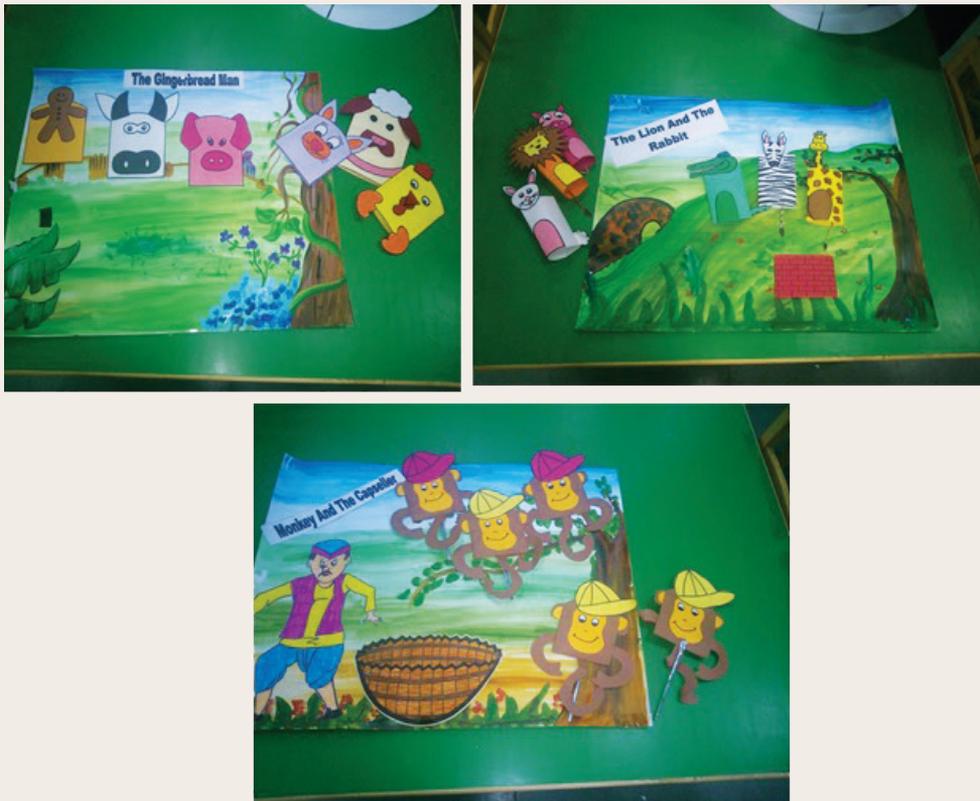
Matching picture cards is an easy and excellent way to spend enjoyable time together. These games are rich in providing learning opportunities. They satisfy the children's competitive urges and the desire to master new skills and concepts, such as:

- number and shape recognition, grouping and counting
- letter recognition and reading
- visual perception and colour recognition
- eye-hand coordination and manual dexterity



#### 4. Flannel Story Board

Stories help children to cope with a lot of feelings that they experience. Placing a story board in the classroom attracts children. It also arouses curiosity and enhances the picture reading skills in pre-schoolers.



#### 5. Vowel Sounds Cards

One of the most important concepts in learning to read is recognising the sound each letter in a word makes. These teaching aids on 'Vowel sounds' help the children in learning word formation as well as enhances their vocabulary.

#### 6. Shape Visual Discrimination Cards

Cut the cardboard into strips of size 9 "X 3". Paste 4 cut-outs of different shapes in the same colour on the strip of which 3 shapes are same and one is different.

To begin the activity make the children sit in a semi-circle. Call one child at a time and ask her/him to spot the shape that is different from the rest. Following are examples of visual discrimination cards.





### 7. Puzzles

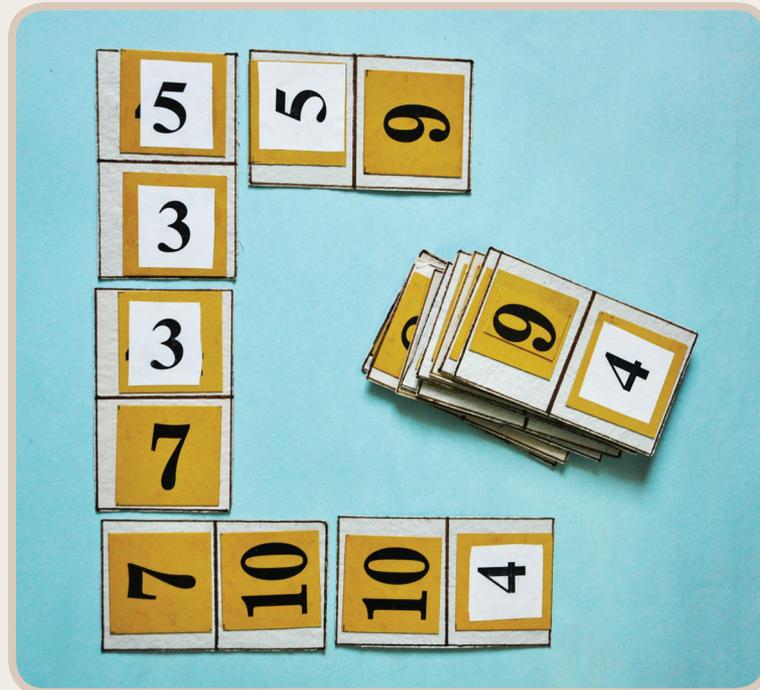
Take a piece of cardboard. Stick a picture of an animal and cut it into 2 or more pieces depending on the age of the child. If the children are very younger, then the puzzle should have only 2 parts. Gradually provide four piece puzzles to 4 to 5 years old.





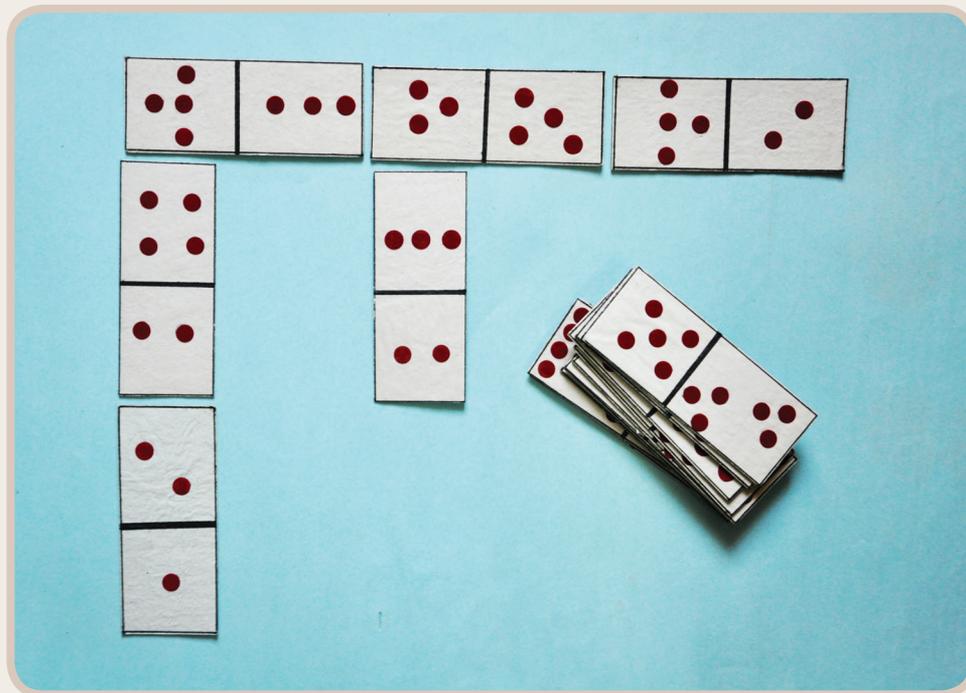
### 10. Number Dominoes

This material is meant for matching numbers. This game is similar to colour dominoes.



### 11. Dot-Dominoes

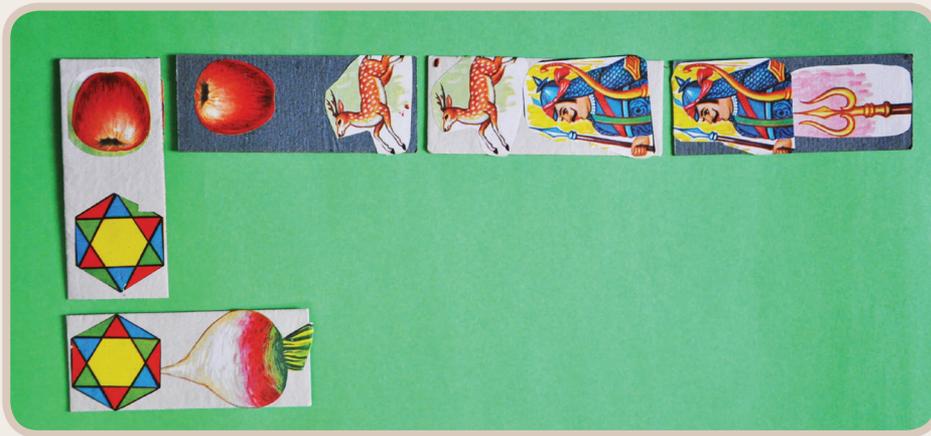
This is again similar to the other Dominoes (See photograph for clarity).



## 12. Picture Dominoes

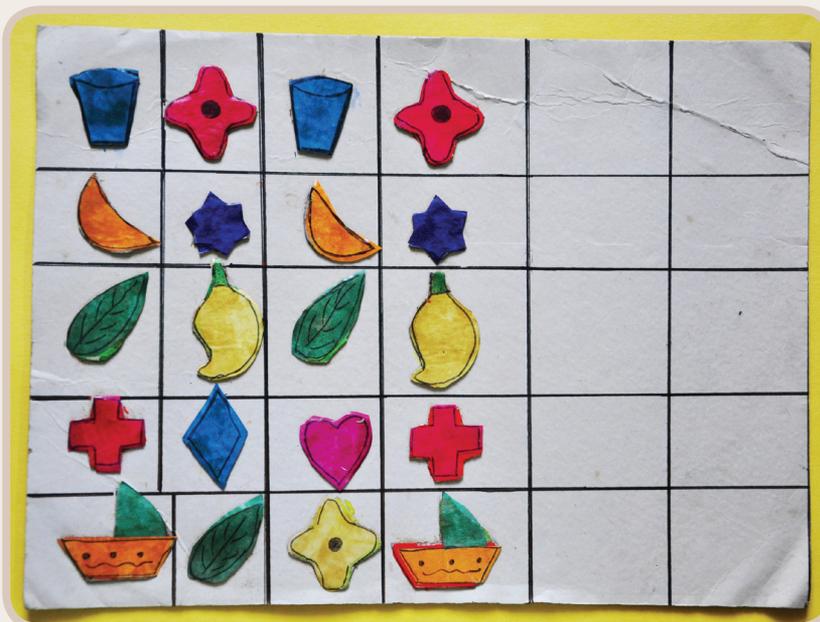
Paste one picture of an object on half side of the card and a picture of another object on the other half. Each card should have a different object on either side.

To play the game, make the children sit in a circle. Distribute one domino card to each child. Place one domino in the centre of the circle. Children having a card with the identical picture as that of the dominoes will come forward and place their card alongside, to form a pattern. The remaining children will also come forward and match their dominoes in the same manner.



## 13. Pattern Making

This material is meant for completing the pattern. Take a mount board or rectangular piece of thick construction paper. Paste cut-out of objects in a sequence/pattern and have some cut-outs of the same objects. Ask the children to explain the pattern and complete the pattern accordingly.



#### 14. Multiple Classification Cards

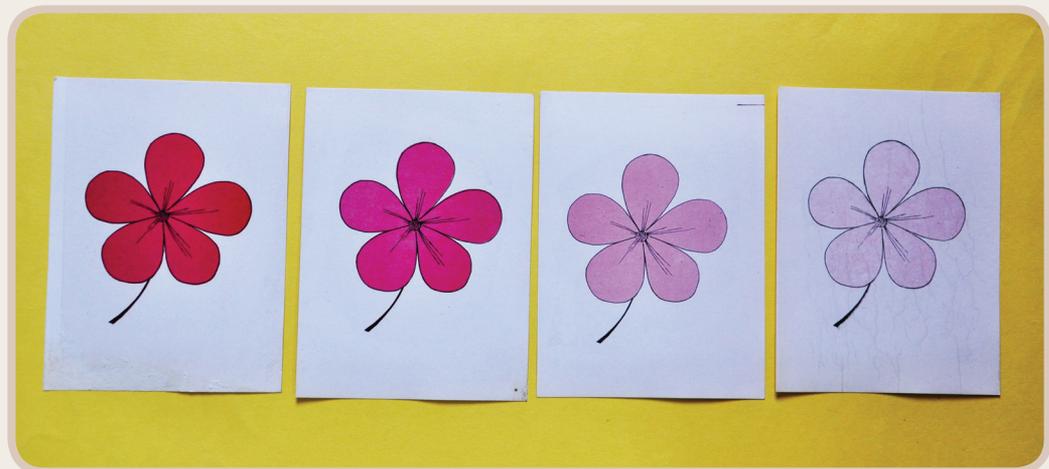
These are a set of nine cards. Draw one *joker* on each of the nine cards. Make caps of three *jokers* in red colour, the second set of three *jokers* in yellow and the third set of three *jokers* in green. Similarly, now make cards of the three *jokers* caps in different shapes i.e. triangle, square and circle. Can you think of any other category of classification?

Then begin the activity by mixing all the *joker* cards and ask the children to classify the *jokers* on the basis of colour, the shapes of the caps and so on.



#### 15. Colour Seriation Cards

This is a set of Colour Seriation cards. Draw the same object on four cards but colour them in different shades of the same colour as shown. Demonstrate the activity and then ask a child to arrange the flowers in an order i.e., from darkest to lightest and then from lightest to darkest. Draw different objects in different colour shades and develop many colour seriation cards.



## 16. Rhyming Sound Board

Developing phonological awareness is very important for young children. Words that can be grouped together by a common sound e.g. — ‘at’ — cat, mat, hat — can be used to teach children about rhyming words. Make a rhyming board and have rhyming pictures ready with you. You may keep a written word card on one side and ask children to find and match the related rhyming picture on the other column or *vice-versa*.

You may also give pictures that rhyme together, for example, a picture of a car and star, a picture of a mouse and house and so on. You may also play *antakasshari* by using words like —“*moti-roti-goti*”; “*bhaloo-aaloo-shaloo*”; “*kakdi-lakdi-makdi*” and so on.



## 17. Letter Object Board

Learning letters is more than just being able to recognise them. Through this ‘Letter-Object Board’ activity, children have lot of fun and learn about letters. This board can be used for matching various objects related to a particular letter sound. Ask children to say the sound of a letter and then ask her/him to find the related picture that has the same initial sound. Use old magazines or old workbooks for the cut-outs.



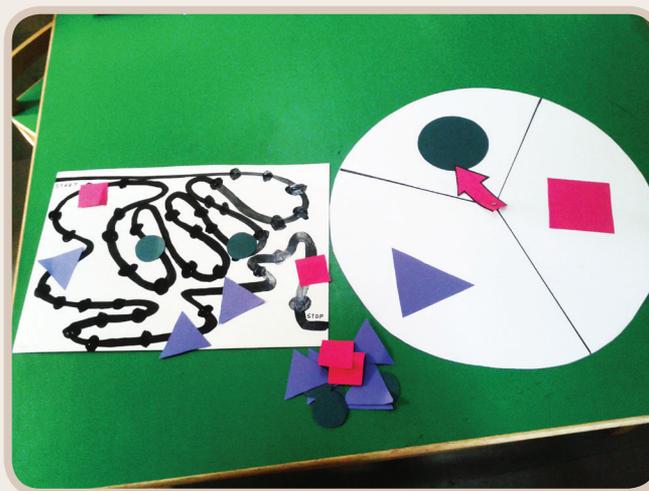
### 18. Things that Go Together

This is a fun and easy way to teach associations and reasoning skills. This material helps young children learn the basics, 'Things that go together' and the reason 'Why'. This helps children to visually see connections between different objects.



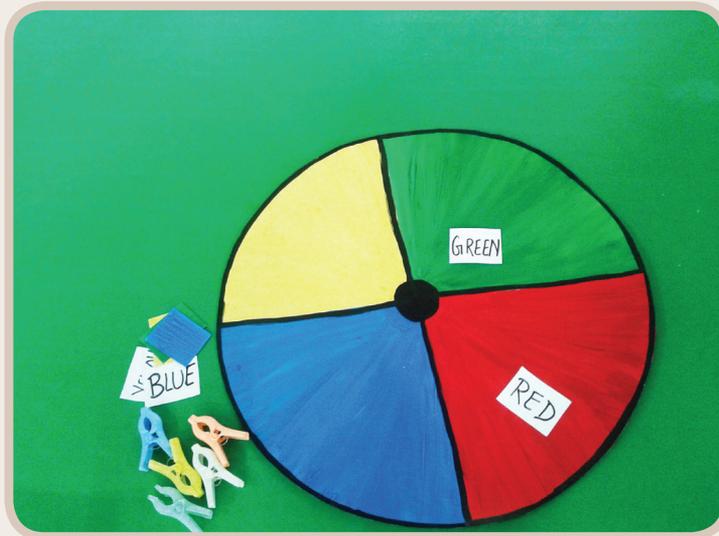
### 19. Shape Spinner Game

The Shape Spinner is a fun-filled activity that helps children to match, identify and name the different shapes. You may design a simple to complex shape board games according to the age of the children. It means drawing many different shapes on the shape board in a design.



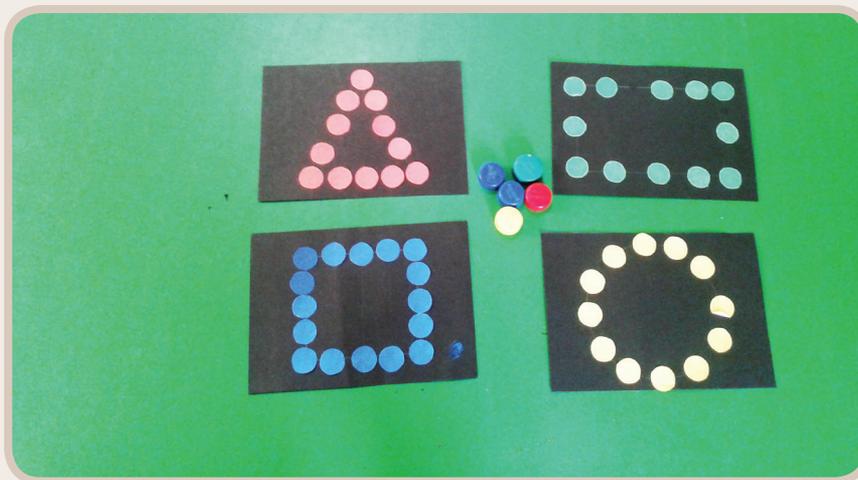
## 20. Colour Wheel

A Colour Wheel helps the children to match different colours. Children will easily learn about different colours — primary and secondary. You may also use coloured clothes pins for matching onto the colour wheel.



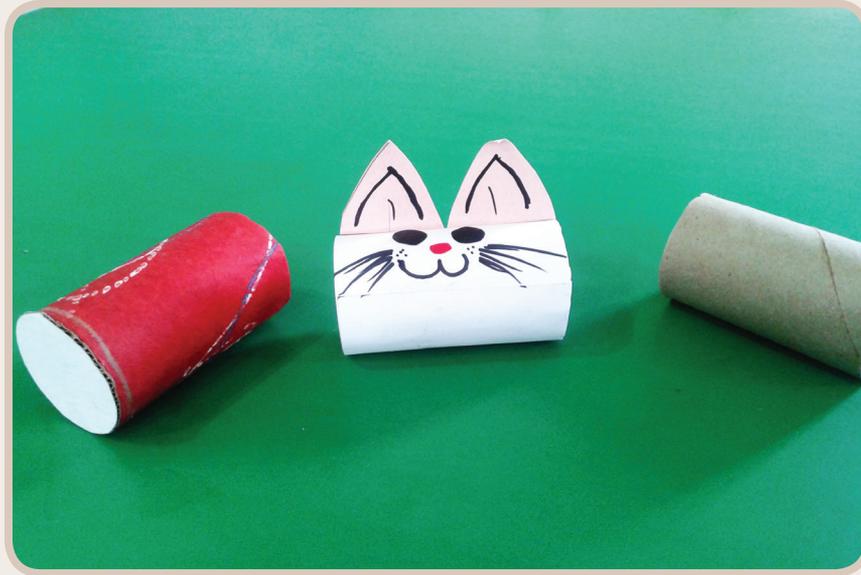
## 21. Pattern Card and Bottle Cap Matching

This material is used to introduce matching patterns. Pattern making activities are very helpful in understanding various maths concepts. Provide coloured bottle caps to children and ask them to match with the given patterns.



## 22. Rolling Animals

This fun game is very useful in boosting the motor skills of the children. Take toilet rolls/ aluminum foil rolls and decorate them with different features of animals. Your rolling animals are ready for the race!



## 23. Number Sticks

Take wooden or thick chart paper sticks and attach numbers on it. Provide bottle caps/buttons/*rajma* seeds to children and ask them to place appropriate number of buttons or seeds on the number sticks. These number sticks can also be used for ordering of numbers.



#### 24. Classification Board for Transportation and Animals

This board familiarises the children about transportation and different methods of travel. Take a thick mount board and divide it into three sections namely, air, land and water. Provide cut-outs of different transportation pictures and ask children to place the pictures at the appropriate places. You may also use this board for the 'Animal Theme' instead of vehicles provide animal pictures as cut-outs.



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# THEME BASED EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

*A RESOURCE BOOK*



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

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## FOREWORD

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The National Policy on Early Childhood Care and Education (ECCE), 2013 visualises “nurturance and promotion of holistic development and active learning of all children below six years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities”. This will help in laying the foundation for the child’s all round development and attaining her/his full potential.

Research also demonstrates that to promote young children’s success we need to provide quality early care and education experiences. It is a recognised world wide fact that the first six years of a child’s life are most critical years due to the rapid pace of development at this stage. These are the years in which the child’s brain is developing at its fastest pace, social and personal habits are forming and the foundation is being laid for life. This age group particularly requires careful nurturing in a stimulating and enriching environment so as to help them develop to their full potential as they progress along the learning ladder.

The quality of ECCE imparted in present scenario, however varies considerably and a curriculum offered in most of the preschools is developmentally inappropriate. Young children are required to sit in one place and they spend most of the time writing, working with worksheets or engaged in rote learning. Good quality ECCE programmes have been found to have a positive impact on children’s development. A quality theme based ECCE programme works wonders and ensures appropriate opportunity for holistic learning and development. The present document is aimed at helping all ECCE practitioners to understand how to plan a theme based ECCE programme and why it is important for this stage.

This document titled, ‘Theme Based Early Childhood Care and Education Programme’ is being brought out specifically to meet the demand of all those who are working in the area of ECCE. It is hoped that teachers, teacher trainees, teacher educators, parents and other adult caregivers will find this resource material interesting, interactive and useful.

We appreciate the efforts and hard work of the Department of Elementary Education, NCERT in completion of this resource book. We look forward to useful feedback from the users to help us improve this resource book.

B.K. Tripathi  
*Director*

National Council of Educational  
Research and Training

New Delhi  
*April 2015*

शिक्षित बालिका  
समाज की रचयिता



## PREFACE

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The rate of development in the first six years of a child's life is more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child's life, since a major part of the brain development takes place by the time a child is six years of age. Research further indicates that the development of brain is influenced not only by health, nutrition and quality of care but also by the quality of psycho-social environment the child is exposed to in these early years. While the importance of early years is appreciated, it has been observed that most of the ECCE programmes are not developmentally appropriate for this age group. Lack of quality ECCE programme has resulted in either a low quality programme or making ECE as a downward extension of the primary stage curriculum.

The National ECCE Curriculum Framework 2014 emphasises the importance of inclusion as an inbuilt and inherent component of the ECCE programme. The basic premise of inclusive education is that all children should get equal treatment; the ECE classroom should be bias free; and these should be sensitive and responsive to the special needs of children, including training of ECCE teachers and caregivers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials, making adaptations in the physical environment and counselling of parents.

The ECCE programme needs to ensure 'holistic development' of the child and reflect the inseparable nature of care and education by comprehensively addressing the need for care, nutrition, health and well being of young children. At the same time, parent counselling and education that supports the development of all domains is very crucial. Thus, it is important to implement the 'holistic development approach' which provides interrelated activities covering all domains of development.

Pioneers in early childhood education suggest that age and developmentally appropriate early childhood theme-based programmes have the highest scope in preparing children for lifelong learning. A high quality ECCE programme helps to foster young children for success in the later school years. A developmentally appropriate curriculum revolves around themes that take advantage of children's natural curiosity, experiences, issues and problems.

Simple themes like **Me and My friends, My body, My family, Plants, Animals, Transport, Water** etc are ideal for ECCE. These themes should

be woven through all the domains of learning i.e., cognitive, language, motor, creative, social and emotional development.

Teachers need to develop themes which are contextual and developmentally appropriate for all preschoolers.

Well planned themes serve as a basis for integrating basic early educational and school readiness components such as reading, writing, math and early science readiness and are carried out in a stress free, child friendly environment.

An enabling ECCE environment preferably has a variety of **interest or activity areas**, which support the themes and provide for relevant small group learning experiences in the classroom. The common 'activity or interest areas' that may be found in different early childhood and care settings are *blocks area, dolls or dramatic play area, art area, sand and water play area, manipulative play area, and literacy area*. These areas need to be well equipped with a variety of teacher-designed, success-oriented early learning experiences for **ALL** children.

This resource handbook titled, '**Theme Based Early Childhood Care and Education Programme**' provides **nine** easy to follow themes which integrate the ECCE programme for children in the age group of 3 to 8 years.

The suggested nine themes are: *Me and My friends; My Body; My Family; Animals; Transport; Plants; Air, Water and People who Help Us*.

**This resource handbook has the following characteristics:**

1. It will help teachers understand how to develop themes and weave the learning experiences around the theme. The chosen learning experiences focus and integrate different aspects of development and learning.
2. Each theme includes suggested learning experiences around a central idea or concept. These are child friendly and according to the needs and interests of **ALL** young children. While developing themes, the children's age, stage of development and experiences are taken into consideration.
3. Themes can be used within a flexible time frame. The time span of a theme may be from a few weeks to a month as per the need and context. At the same time, the theme may be modified and adapted as required.
4. This approach would allow **ALL** children to learn at their own pace and style. Before organising the learning experiences, it is important to go through and read the developmental characteristics of the children.
5. The carefully chosen learning experiences enhance positive self-esteem in young children and a sense of '*I can do it*'.

6. Each theme introduces children to a range of learning experiences that require active exploration, reasoning, problem solving and acquisition of specific concepts or skills. It has been developed in a manner so as to merge play with child-initiated and teacher-created experiences.
7. The learning experiences as provided in the handbook are tested in different settings of ECCE. They are easily adaptable to large groups, small groups and the individual child.

### **Key Components of the Handbook**

#### **Web Charts**

The handbook has a web chart for each theme. A web chart is a visual map that helps the teacher to identify important concepts and skills that emerge from a theme and integrate different domains of development. To achieve that, the teachers need to work together and explore ideas for integration. It is a pre planning process which helps the teachers to decide what needs to be emphasised in each theme and the kind of learning experiences that need to be designed.

#### **Activities and Experiences for each Theme**

The activities and experiences presented under each theme provide for holistic development of the children. They have been determined by the age, need, learning styles, developmental stages, abilities and interests of all the children.

At the same time, they enable young children to achieve quality theme based ECCE programme through:

- language and literacy experiences
- puppet play
- dramatic play
- art experiences
- cognitive experiences
- visits, nature walk and visitors to the classroom
- music and movement experiences

The learning experiences under each of the above area is introduced and depicted by preschool, early primary class. In other words **PSI** stands for first year of pre-schooling, **PSII** stands for second year of pre-schooling and EPC stands for Classes I and II.

#### **Exemplar Lesson Plan**

After selecting a theme and the related learning experiences for different age groups of children, the process of lesson planning is the next step in the ECCE programme.

The Handbook presents two exemplar Lesson Plans for reference.

### **Theme Board**

The ideas provided for “**Theme Board Created by Children**” given in each theme are indicative in nature. They help the children connect and express their learning. Involve children in developing the theme board as the process of creating is more important than the final product. Always keep the theme board and other bulletin boards at the child’s eye level.

### **Checklist for each theme:**

A sample check list has been provided at the end of each theme. It will help the teachers assess the understanding of the children and accordingly plan further strategies to enrich their theme based learning.

### **Recommended Reading**

Access and exposure to quality, age appropriate books is an essential part of quality ECCE programme.

A selected list of ‘children’s story books’ is given at the end of each theme. Picture books and story books enhance communication with children and also help in their language and literacy development.

With just a little bit of effort (teacher-made learning material, planning field visits etc.) and a lot of imagination, a simple theme can become the basis for an entire programme.

Finally remember, theme based material make learning process fun not only for children but for teachers as well!

There are seven annexures at the end of the book – Annexure A, B, C, D, E, F and G containing **Warming up** activities; *A sample parent letter; Teacher reflection; “What does your child like to do?”; “What do my class children like to do?”; Sample lesson plans and Suggested Teacher-made material.*

We hope that the handbook will be found useful by the readers especially those actively involved in the education and development of young children. We also hope that it will provide an opportunity to our pre-school teachers to re-examine their practices and share their thinking

### **REMEMBER!**

The selected learning experiences must be developmentally appropriate.

It is important to remember that knowledge of developmental characteristics of young children is critical in making changes and modification in a quality ECCE programme.

The teaching learning materials and equipments also need to be selected accordingly.

with their colleagues. It is expected that the handbook will be of special interest for teacher trainees, preschool and early primary teachers, parents, school managers and educational advisors. It will be our pleasure to receive feedback on the first edition of the handbook which will be used for making necessary changes in the future editions.

New Delhi  
*April, 2015*

ROMILA SONI  
*Assistant Professor*  
Department of Elementary Education



**Empowerment of Girl Child, Responsibility of All**

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सशक्त बालिका सशक्त नारी  
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