

SYLLABUS FOR THE MONTH OF JULY		
SUBJECT	TOPIC	RESOURCES USED
ENGLISH	STROKES: left slant line CURVES: right curve, left curve, and downward curve, and upward curve left hook, circle. ALPHABET: A & B	COURSE BOOK, PRACTICE BOOK & ACTIVITY BOOK
PRE-MATH	COMPARISON: Big & Small and Tall & Short	
MATH	SHAPES – CIRCLE & SQUARE. NUMBERS 1 – 2	
EVS	MY FAMILY, COLOURS – YELLOW & GREEN	
RHYMES	JOHNY- JOHNY	
STORY	THE KING AND THE MONKEY	
JULY		
Theme of the month : My Family Story of the month : The King and the Monkey Events/celebrations : Vanamahotsav/Green colour day Fine motor activity : Clay modeling Gross motor activity : Jumping Jacks		
CURRICULUM PLAN FOR THE MONTH OF JULY		
Objectives: Students will be able to... <ul style="list-style-type: none">Identify and name different strokes. Develop pre-writing skills.Compare things by their appearance.Develops visual discrimination. Enhances cognitive skills.Identify the green & yellow colours and relate with real life objects.Identify and name ‘circle’ shape and relate with real life objects.Describe their family and speak a few points about themselves.Narrate story in own words. Build vocabulary.Develop communication skills.		

SUBJECT	CONTENT	RESOURCES REQUIRED	FREE PLAY / CIRCLE TIME ACTIVITIES
ENGLISH	STROKES ALPHABET (A, B)	TEACHING THROUGH: • CLAY • SAND PAPER/SAND TRAY • BOOKS • AV MODULE	Clay modeling (Free Play): Students will make different strokes using clay. Teacher to organize free play where she collects different things available in the classroom. Put them all in the box. Encourages students to take turns and pick one object from the box and connect with the strokes like the sides of the object, shape of the object etc. Teacher to first do the activity as a demonstration then allow students to follow.
PRE-MATH	COMPARISON (BIG AND SMALL) (TALL AND SHORT)	TEACHING THROUGH: • OBJECTS • FLASH CARDS • AV MODULE	Marvelous Me (Circle Time): <ul style="list-style-type: none"> Organize a circle time and let students sit in a circle. Keep ready a mirror a day before the activity. Teacher explains students that she is going to introduce herself to the mirror and the students have to do the same following her..... Example: <ol style="list-style-type: none"> Teacher holds the mirror in the hand and says "This is me. My name is _____" "I am _____ years old" "My father's name is _____". "My mother's name is _____". "My brother's name is _____". "My sister's name is _____". Note: <ul style="list-style-type: none"> Teachers to conduct Circle time on Mondays and Free play on Fridays. These activities will be indirectly connected to the topics. This is for the student to warm up before transforming their knowledge from known to unknown.
MATH	SHAPE - CIRCLE, SQUARE NUMBERS (1, 2)	TEACHING THROUGH: • OBJECTS • FLASH CARDS • CHARTS • AV MODULE	
EVS	MY FAMILY COLOURS – YELLOW & GREEN	TEACHING THROUGH: • USING FLASHCARDS • CIRCLE TIME • AV MODULE	
RHYMES	JOHNY – JOHNY TWO LITTLE HANDS	TEACHING THROUGH: • USING AV MODULE • USING CHART	
STORIES	THE KING AND THE MONKEY	TEACHING THROUGH: • USING AV MODULE • USING CHART	

THEME OF THE MONTH

ME AND MY FAMILY

MONTH - JULY

The goal behind “Me and my Family” theme is to explore relationship with children. A family is a source of love and security for a young child. Children enjoy talking about their families, sharing stories and learning to be part of a family. They learn to share their feelings, thoughts and to communicate with their peers.

Objectives: To make students realize the family as an important part of life. To build confidence and develop communication skills in students.

Instructions to put up a Theme board/Theme chart:

- Make cut outs of a member of the family, name them as father, mother and paste on the Theme board.
- Take printouts of the pictures depicting the happy moments with the family and pin them on the theme board.
- Encourage students to speak about their family members, names, duties they do for the family etc.
- Ensure that the background contains cutout of a house.
- All the cutouts taken should be put on a board or on the chart and should be displayed in the class.
- This board/chart should be retained the complete month.
- Presentation of the theme board or chart is up to the teacher’s creativity.

ACTIVITY: Our Families

- Begin your theme with this activity!
- In advance, cut out many, many little people shape.
- Prepare a large chart that has the children's names in the left-hand column.
- Ask each child who is in their family. The child taps a person shape next to their name for each person (Mom, me, Grandma). Print the names on their little people before they tap it.
- This can be used throughout the month to compare families at Circle Time for some awesome math activities:
- How many of us have brothers and sisters? How many brothers and sisters in all?
- Talk about the importance of helping each other in the family, respecting elders and loving the younger ones.





Note: Teacher to repeat this activity of talking about family every day. Teacher to make sure that after completion of the theme ‘Me and My Family’, students should be able to speak about their family in small sentences and should be able to tell their name, relationship and the duties each member of the family does.

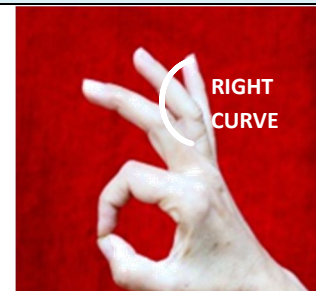


SAMPLE THEME BOARDS/CHARTS



Collect the family photo of each student and paste on the tree as shown. A tree should be made with green chart paper as shown in the above picture a day prior to the activity.



DAY -1	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Left slant line' Practice Book Page no 5</p> <p>Show: Draw the line on the board and recap the formation.</p> <p>Demonstrate: Use pointer finger and trace left slant line in the sand tray. Let students observe and then take turns to do the same.</p> <p>Hands on experience: Encourage students to take turns, trace left slant line in the sand tray and then name it. Repeat the activity till all the students get their turn. Help students to complete the practice Book exercise.</p> <p>Math: Introduction of 'Shape - Circle' Art Fun Page no 3</p> <p>Show: Show the AV module of different objects which resemble circle shape.</p> <p>Demonstrate: While showing the AV module name each object and ask students what is common in all the objects. Then introduce them the name of the shape and tell them circle is round and it do not have sides. Pause the video in between and encourage students to relate the shape with real life objects. Emphasize on the formation of shape.</p> <p>Hands on experience: Encourage students to make circles with their fingers and also look around putting the fingers around the eyes. Teacher to do the same activity along with the students and repeat the name of the shape as they make circle shape using fingers. Encourage student to complete the exercise in art fun book.</p>	 <p>SAND TRACING</p>  <p>LET STUDENTS MAKE CIRCLES WITH THEIR FINGERS</p>  
TEACHING AIDS	<p>ENG: Sand tray, Book & Board.</p> <p>MATH: AV module</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Activity Book Page no 10</p> <p>ART FUN: Pyramid Colouring Page no 6</p>

DAY - 2	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Right curve'</p> <p>Show: Introduce right curve through AV module. Draw a right curve on the board and show the formation to the students.</p> <p>Demonstrate: Draw the line and tell students that the right curve should start from the top take a curve and come down making a curve open at left side. Draw several right curves on the board for better understanding.</p> <p>Hands on experience: Encourage each student to take turns to come near the black board and trace twice on the right curve with the pointer finger and name the stroke. Draw a right curve on the slate and encourage students to trace on it, and name the stroke as they trace.</p> <p>Math: Recap of 'Shape - Circle' Course Book Page no 37</p> <p>Show: Draw a big circle on the board and use course book to recap the same.</p> <p>Demonstrate: Encourage students to look into the Book and name the shape. Demonstrate the formation of circle by tracing it on the board with pointer finger.</p> <p>Hands on experience: Make students sit in a circle. Keep ready some pieces of new paper and crayons for the activity. Give a piece of news paper to each student and a crayon and instruct them to draw circles on the newspaper as many as they can.</p> <p>Story: Introduction of 'The King and the Monkey'</p> <p>Show: Show the AV module and introduce the characters in the story.</p> <p>Demonstrate: Play the AV module and narrate the story. Pause the video in between while narrating and ask questions to students relating the story to their real life activities.</p> <p>Hands on experience: Once the narration of the story is completed, let students name the characters in the story and speak about what they learnt from the story. Encourage each student to speak.</p>	  
TEACHING AIDS	<p>ENG: Board, Slate, AV module</p> <p>STORY: AV module</p> <p>MATH: Newspaper, Crayons & Books</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice right curve (Slate)</p>

DAY - 3

CONTENT / PROCEDURE

MONTH – JULY

English: Recap of 'Right curve' **Course Book Page no 9 & Note Book**

Show:

Show the flash card marked with the right curve and asks students to name it. Use Course Book and connect with the objects given associated with the right curve.

Demonstrate:

Point at the sides of each picture given and connect with the stroke. Give many examples for better understanding. Draw right curve in the note Book, 2 pages, 1 for C.W and the other for H.W and keep ready a day prior to the activity.

Hands on experience:

Let students trace the right curve given in the course book, then trace the same in the notebook and name the stroke as they trace.

Math: Recap of 'Shape - Circle' **Activity Book Page no 34**

Show: Draw a big circle on the board to recap the shape.

Demonstrate:

Encourage students to look into the Book and name the shape. Demonstrate the formation of circle by tracing it on the board with pointer finger.

Hands on experience:

Encourage students to complete the activity given in activitybook then trace the same in the notebook and name the stroke as they trace

Story: Recap of 'The King and the Monkey' **Course Book Page no 30**

Show: Show the pictures in the story picture chart given to recap the story.

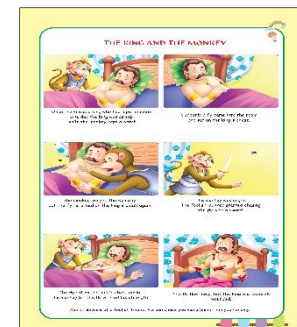
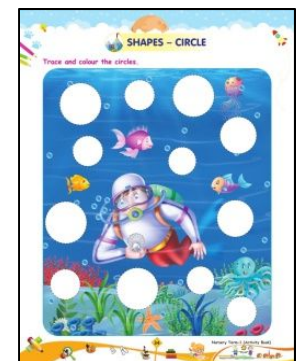
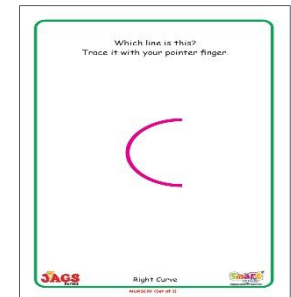
Demonstrate:

Use the pictures on the picture chart to recap the story and narrate the story once again.

Hands on experience:

Encourage students point at the characters on the picture chart/course Book, name them. Teacher to point at different pictures on the chart and ask students what is happening there.

FLASH CARD


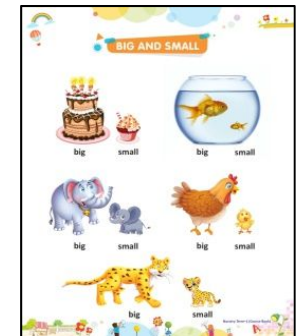


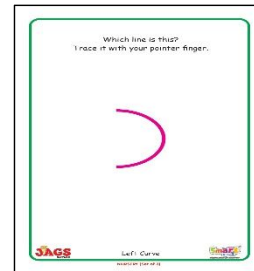


TEACHING AIDS


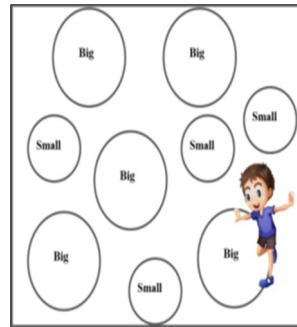
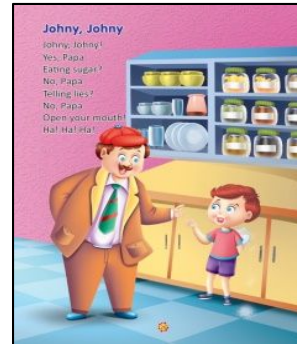
ENG: Book & Flash cards
STORY: Picture chart/Book


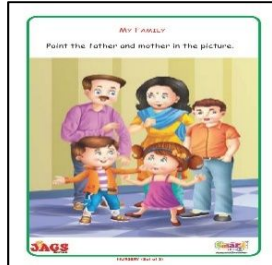

HOME ASSIGNMENT



ENG: Notebookwriting

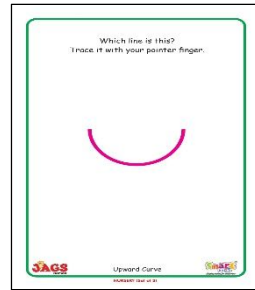
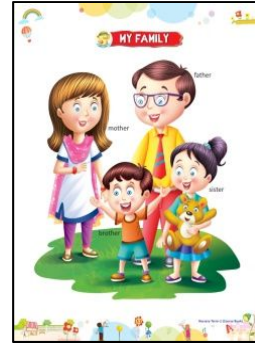
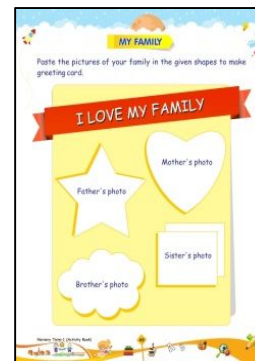
DAY - 4	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Left curve'</p> <p>Show: Introduce left curve through the AV module. Draw a left curve on the board and show the formation to the students.</p> <p>Demonstrate: Draw the line and tell students that the left curve should start from the top take a curve and come down making a curve open at left side. Draw several left curves on the board for better understanding.</p> <p>Hands on experience: Encourage each student to take turns to come near the black board and trace twice on the left curve with the pointer finger and name the stroke. Draw a left curve on the slate and encourage students to trace on it, and name the stroke as they trace.</p> <p>Math: Introduction of 'Big-Small' Course Book Page no 41</p> <p>Show: Show the objects in the classroom and pictures given in the Course Book to get students understand the concept of 'Big-Small'</p> <p>Demonstrate: Give many examples about the concept for better understanding like:</p> <ul style="list-style-type: none"> • This is a big ball. That is a small ball. • This watermelon is big and that apple is small. • This is a big bag and that is a small bag. <p>Note: Teacher can use available things in the class to demonstrate the concept. Keep ready the things that you would like to use during your demonstration. Many examples can be given using the available objects in the classroom for better understanding.</p> <p>Hands on experience: Help students to do the Activity given in the Course Book.</p> <p>Story: Recap of 'The King and the Monkey'</p> <p>Show: Make the flash cards of the story and keep ready a day prior to the Activity. Show the flash cards to recap the story.</p> <p>Demonstrate: Organize a circle time. Shuffle the story flash cards, place them in the middle. Encourage students to take turns to sort the flash cards and arrange in the sequence of the story.</p> <p>Hands on experience: Students sort the flash cards and arrange them in the sequence of the story.</p>	 
TEACHING AIDS	<p>ENG: Board, Slate, AV Module</p> <p>STORY: Flash cards</p> <p>MATH: Book, Concrete objects</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice left curve (Slate)</p>



DAY – 5	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Left curve' Course Book Page no 9 & Notebook</p> <p>Show: Show the flash card marked with the left curve and asks students to name it. Use Course Book and connect with the objects given associated with the left curve.</p> <p>Demonstrate: Point at the sides of each picture given and connect with the stroke. Give many examples for better understanding. Draw left curve in the Notebook 2 times, 1 for C.W and the other for H.W and keep ready a day prior to the Activity.</p> <p>Hands on experience: Let students trace the left curve given in the Course Book, then trace the same in the Notebook and name the stroke as they trace.</p> <p>Math: Recap of 'Big-Small' Activity Book Page no 39</p> <p>Show: Show the AV Module and the pictures in the Course Book and recap the concept.</p> <p>Demonstrate:</p> <p>Give many examples to recap the concept connecting with the objects in our daily life like:</p> <ul style="list-style-type: none"> • This is a big table and that is a small table. • I have a big balloon but Reena has a small balloon. • My bottle is big but your bottle is small. <p>Hands on experience: Help students to do the complete exercise given in the Activity Book.</p> <p>Rhyme: Introduction of 'Johny – Johny'</p> <p>Show: Show the AV module, introduce the rhyme.</p> <p>Demonstrate:</p> <p>Teacher sings the rhyme and encourages students to sing after her.</p> <p>Hands on experience:</p> <p>Students have to follow the rhythm and actions of the teacher and sing along. Teacher has to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.</p>	<p>FLASH CARD</p>   
TEACHING AIDS	<p>ENG: Book & Flash card</p> <p>MATH: Book, Concrete objects, AV module</p> <p>RHYME: AV module</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p>

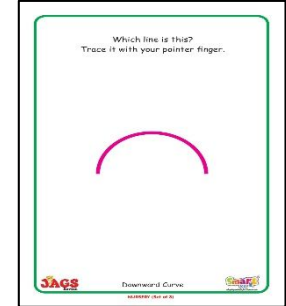
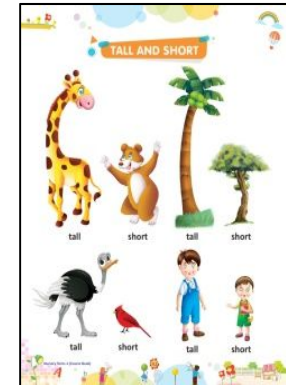
DAY – 6	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Right - Left curve' Practice Book Page no 6</p> <p>Show: Draw the curve on the board and recap the formation.</p> <p>Demonstrate: Use pointer finger and trace right - left curve in the sand tray. Let students observe and then take turns to do the same.</p> <p>Hands on experience: Encourage students to take turns, trace left curve in the sand tray and then name it. Repeat the Activity till all the students get their turn. Help students to complete the Practice Book exercise.</p> <p>Math: Reinforcement of 'Big-Small'</p> <p>Show: Show the pictures in the Course Book and recap the concept.</p> <p>Demonstrate:</p> <p>Organize a group Activity on 'Big and Small' concept. Give clear instructions about the Activity.</p> <p>Procedure to conduct the Activity:</p> <ul style="list-style-type: none"> • Draw circles on the floor of different size some big and some small. • Write big in the big circles and small in the small circles. • Let students stand in arrow and take turns to do the Activity. • Each student has to take turn and jump only in the big circles and reach the other side. • Circles drawn should be big enough for the students to do the Activity. • Repeat the Activity until each student gets their turn to do the Activity. <p>Hands on experience: Take turns to participate in the Activity.</p> <p>Rhyme: Recap of 'Johnny – Johnny' Course Book Page no 26</p> <p>Demonstrate: Demonstrate the importance of speaking truth. Sing each line in the rhyme with rhythm and encourage students to repeat. Repeat the activity till the students get familiar to the vocabulary in the rhyme and its rhythm.</p> <p>Hands on experience: Students follow the rhythm and actions of the teacher and sing along. Teacher to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.</p>	<p>SAND TRACING</p>  <p>ACTIVITY ON BIG-SMALL</p>  
TEACHING AIDS	<p>ENG: Sand tray, Book, Board.</p> <p>MATH: Book</p> <p>RHYME: Book</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Activity Book Page no 11</p>

DAY – 7	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Reinforcement of 'Right and Left Curve'</p> <p>Show: Show students that clay can be moulded in any form.</p> <p>Demonstrate: Demonstrate how to make right and left curve using clay.</p> <p>Hands on experience: Encourage students to take turns to do the Activity. Guide students while doing the Activity.</p> <p>EVS: Introduction of 'My Family'</p> <p>Show: Show the flashcard of a family. Ask students what they see in the picture.</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> • Ask students who cooks food for them. • Ask them who gets new clothes and toys for them. Ask them who tells them stories at night. • Ask them with whom do they play in the evening. <p>When they come out with different answers, Introduce the term family. Explain them that a place where father, mother, brother, sister, grand parents live together is called a family.</p> <p>Hands on experience: Encourage students to tell their family members names.</p> <p>Rhyme: Recap of 'Johnny – Johnny'</p> <p>Show: Show the actions associated with the rhyme and ask students to identify the rhyme they are going to recite.</p> <p>Demonstrate: Demonstrate the actions associated with the rhyme. Sing each line in the rhyme with action, rhythm and encourage students to repeat. Repeat the activity till the students get familiar to the vocabulary in the rhyme, action and the rhythm.</p> <p>Hands on experience: Students follow the rhythm and actions of the teacher and sing along. Teacher to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.</p>	<p>CLAY MOULDING</p>  <p>FLASH CARD</p>  <p>RHYME ACTIONS</p> 
TEACHING AIDS	<p>ENG: Clay</p> <p>EVS: Flash cards</p> <p>RHYME: Book</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice right and left curve (Slate)</p>

DAY – 8	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Upward Curve'</p> <p>Show: Introduce upward curve through AV module. Draw an upward curve on the board and show the formation to the students.</p> <p>Demonstrate: Draw the curve and tell students that the upward curve should start from the top and come down in a straight line take a curve at the bottom towards right and go up again in a straight line. Draw several upward curves on the board for better understanding.</p> <p>Hands on experience: Encourage each student to take turns to come near the black board and trace twice on the upward curve with the pointer finger and name the stroke. Draw an upward curve on the slate and encourage students to trace on it, and name the stroke as they trace.</p> <p>EVS: Recap of 'My Family'</p> <p>Show: Show the AV module to recap the topic. And discuss about the same.</p> <p>Demonstrate: Explain students what is a family. Why is family important to everyone?</p> <p>Hands on experience: Encourage students to take turns and speak a few sentences about their family. Teacher to start the Activity first and use sentences such as:</p> <ul style="list-style-type: none"> • I have my mother, father, brother and sister in my family. • My mother cooks food for us. • My father gets me new toys. • My grandma tells me stories. <p>Encourage the students to use the similar sentences while speaking about their family.</p>	 
TEACHING AIDS	<p>ENG: Board, Slate & AV Module</p> <p>EVS: AV Module</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice upward curve (Slate)</p> <p>ART FUN: Pentagon Colouring Page no 7</p>

DAY – 9	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Upward curve' Course Book Page no 10 & Notebook</p> <p>Show: Shows the flash cards marked with the upward curve and ask students to name it. Use Course Book and connect with the objects given associated with the upward curve.</p> <p>Demonstrate: Point at the sides of each picture given and connect with the stroke. Give many examples for better understanding. Draw upward curve in Notebook 2 pages, 1 for C.W and the other for H.W and keep ready a day prior to the Activity.</p> <p>Hands on experience: Let students trace the upward curve given in the Course Book then trace the same in the Notebook and name the stroke as they trace.</p> <p>EVS: Recap of 'My Family' Course Book Page no 51 & Activity Book Page no 49</p> <p>Show: Show the pictures in the Course Book to recap the topic.</p> <p>Demonstrate: Explain students what is a family. Why is family important to everyone?</p> <p>Hands on experience: Encourage students to stick the pictures of their family members in their Activity Book.</p> <p>Note: Collect the photographs 2 days prior to the Activity.</p>	<p>FLASH CARD</p>   
TEACHING AIDS	<p>ENG: Book & Flash cards</p> <p>EVS: Book & Photos of family members</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p>

DAY – 10	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Downward curve'</p> <p>Show: Introduce downward curve through AV module. Draw a downward curve on the board and show the formation to the students.</p> <p>Demonstrate: Draw the curve and tell students that the downward curve should start from the bottom and go up in a straight line take a curve to the right and come down in a straight line. Draw several downward curves on the board for better understanding.</p> <p>Hands on experience: Encourage each student to take turns to come near the black board and trace twice on the upward curve with the pointer finger and name the stroke. Draw an upward curve on the slate and encourage students to trace on it, and name the stroke as they trace.</p> <p>Math: Introduction of 'Tall-Short' Course Book Page no 42</p> <p>Show: Show the objects in the classroom and pictures given in the Course Book to get students understand the concept of 'Tall-Short'</p> <p>Demonstrate: Give many examples about the concept for better understanding like:</p> <ul style="list-style-type: none"> • Giraffe is tall and Bear is short. • This is a tall tree and that is a short tree. • This is a tall duck and that is a short bird. • Rohan is taller than the sohan. <p>Note: Teacher can use available things in the class to demonstrate the concept. She can also call people in the school to compare the heights and connect to the concept. Keep ready the things that you would like to use during your demonstration also inform the people whom you want to show as an example a day prior to the Activity. Many examples can be given using the available objects in the classroom for better understanding.</p> <p>Hands on experience: Help students to do the Activity given in the Course Book.</p>	 
TEACHING AIDS	<p>ENG: Board, Slate, AV module</p> <p>MATH: Book, Concrete objects</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice downward curve (Slate)</p>

DAY – 11	CONTENT / PROCEDURE	MONTH – JULY
<p>English: Recap of 'Downward curve' Course Book Page no 10 & Notebook</p> <p>Show: Shows the flash cards marked with the downward curve and ask students to name it. Use Course Book and connect with the objects given associated with the down curve.</p> <p>Demonstrate: Point at the sides of each picture given and connect with the stroke. Give many examples for better understanding. Draw downward curve in the notebook 2 pages, 1 for C.W and the other for H.W and keep ready a day prior to the activity.</p> <p>Hands on experience: Let students trace the downward curve given in the course book, then trace the same in the notebook and name the stroke as they trace.</p> <p>Math: Recap of 'Tall-Short'</p> <p>Show: Show the AV Module and the pictures in the course Book and recap the concept.</p> <p>Demonstrate: Give many examples to recap the concept connecting with the objects in our daily life. Show the pictures and help students to compare and find which picture shows tall and which one show short.</p> <p>Hands on experience: Students compare the pictures given in the course Book and differentiate the pictures as tall and short.</p>	<p>FLASH CARD</p> 	
		
TEACHING AIDS	<p>ENG: Book, Flash card</p> <p>Math: Book, AV Module</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p>

DAY – 12

CONTENT / PROCEDURE

MONTH – JULY

English:

Recap of 'Upward - Downward curve' **Practice Book Page no 7**

Show:

Draw the curve on the sand tray and recap the formation.

Demonstrate:

Use pointer finger and trace left curve in the sand tray. Let students observe and then take turns to do the same.

Hands on experience:

Encourage students to take turns, trace downward curve in the sand tray and then name it. Repeat the Activity till all the students get their turn. Help students to complete the Practice Book exercise.

Math:

Reinforcement of 'Tall-Short'

Show:

Show the pictures in the Course Book and recap the concept.

Demonstrate:

- Organize a group Activity on 'Tall-Short' concept.
- Give clear instructions about the Activity.

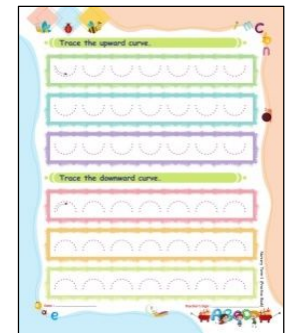
Procedure to conduct the Activity:

- Take a chart and draw the outline of a giraffe and a goat on it.
- Divide students into two groups.
- Let the groups sit facing each other.
- Place the chart in between two groups and then start the Activity.
- Provide some poster colour in a plate to the students.
- Each child has to take turn to thumb print in a tall animal and finger print in a small animal.
- Repeat the Activity, till each student gets their turn.
- Hang the chart in the class, after completing the Activity.

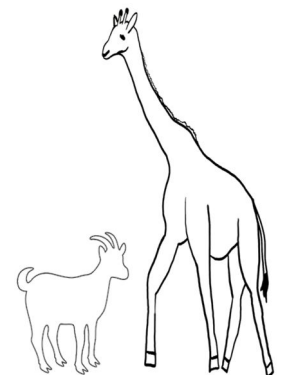
Hands on experience:

Take turns to participate in the Activity.

SAND TRACING



ACTIVITY ON TALL-SHORT



EVS:

Introduction of 'Colour – Yellow'

Show:

Show the flash cards of yellow coloured objects and name each one of them. Ask students what is common in all the objects.

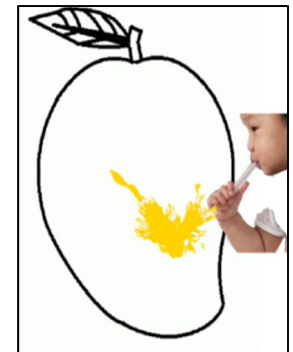
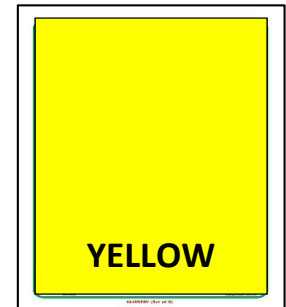
Demonstrate:

Introduce the colour and connect with real life objects. Encourage students to relate the objects seen in the classroom. Tell students that yellow coloured yummy mango is our national fruit.

Hands on experience:

Take a big chart and draw an outline of mango. Let students sit in a circle. Provide a bowl with yellow poster colour mixed with water and a straw. Encourage students to take turns to dip the straw into the bowl and blow the colour on the mango outline. Repeat the Activity till each student gets their turn to do the Activity

FLASH CARD

**TEACHING AIDS**

ENG: Book, Sand tray


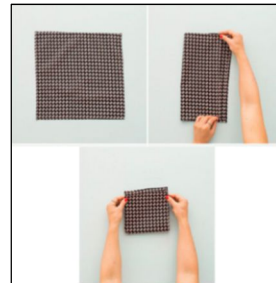
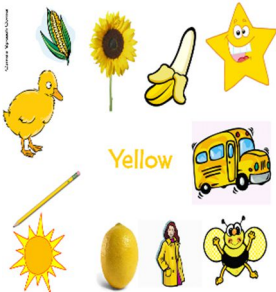
MATH: Book, Chart, Poster colour.




EVS: Flash Card, Yellow poster colour,
Straw.

HOME ASSIGNMENT

ENG: Activity Book Page no 12

MATH: Activity Book Page no
40

DAY – 13	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Left hook' Course Book Page no 11</p> <p>Show: Introduce left hook through AV module. Connect the same with the course book and the objects associated with it.</p> <p>Demonstrate: Draw the hook and tell students that the left hook should start from the top and come down in a straight line take a curve towards left. Draw several left hooks on the board for better understanding.</p> <p>Hands on experience: Let students trace the left hook given in the Course Book and name the stroke. Help the students to complete the course book exercise.</p> <p>Math: Introduction of 'Shape - Square'</p> <p>Show: Show the AV module of different objects which resemble square shape.</p> <p>Demonstrate: While showing the AV module name each object and ask students what is common in all the objects. Then Introduce them the name of the shape and tell them circle has four equal sides. Pause the video in between and encourage students to relate the shape with real life objects. Emphasize on the formation of shape.</p> <p>Hands on experience: Provide newspaper/handkerchief. Demonstrate the procedure to fold newspaper/handkerchief to make square shape as shown. Encourage students to make square with their hand kerchief /newspaper. Teacher to do the same activity along with the students and repeat the name of the shape as they make square with newspaper/handkerchief.</p> <p>EVS: Recap of 'Colour – Yellow'</p> <p>Show: Recap the colour by showing picture given in the flash card. Also encourage students to relate the colour to real life objects like mango, chick, duck etc.</p> <p>Demonstrate: Explain students that most of the fruits like mango, banana etc is yellow in colour, flower like marigold is yellow in colour, the egg has yellow yolk in it.</p> <p>Hands on experience: Encourage students to identify and name the colour in the flash card and connect it with real life objects.</p>	 <p>ACTIVITY ON SHAPE - SQUARE</p>  <p>RELATE THE REAL-LIFE OBJECTS WITH YELLOW</p> 
TEACHING AIDS	<p>ENG: Book, AV module</p> <p>MATH: AV Module, Concrete Material</p> <p>EVS: Book, Crayons, Flash Cards</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Activity Book Page no 13</p>

DAY – 14	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Left hook' Practice Book Page no 8 & Notebook</p> <p>Show: Draw the left hook using flash card and draw the left hook on the board. Recap the formation.</p> <p>Demonstrate: Point at the sides of each picture given and connect with the hook. Give many examples for better understanding. Draw left hook in the Notebook2 pages, 1 for C.W and the other for H.W and keep ready a day prior to the Activity.</p> <p>Hands on experience: Encourage students to take turns, trace left hook on the board and then name it. Repeat the Activity till all the students get their turn. Help students to complete the Practice Book exercise.</p> <p>Math: Recap of 'Shape - Square' Course Book Page no 38</p> <p>Show: Draw a big square on the board and use Course Book to recap the same.</p> <p>Demonstrate: Encourage students to look into the Book and name the shape. Demonstrate the formation of square by tracing it on the board with pointer finger.</p> <p>Hands on experience: Make students sit in a circle. Keep ready some pieces of new paper and crayons for the Activity. Give a piece of newspaper to each student and a crayon and instruct them to draw square on the newspaper as many as they can.</p> <p>EVS: Introduction of 'Colour – Green'</p> <p>Show: Show the flash cards of green coloured objects and name each one of them. Ask students what is common in all the objects.</p> <p>Demonstrate: Introduce the colour and connect with real life objects. Encourage students to relate the objects seen in the classroom. Explain them that green is the symbol of prosperity. Our National flag also has green colour in it.</p> <p>Hands on experience:</p> <p>Take a big sheet of newspaper and a leaf. Let students sit in a circle. Provide a bowl with green poster colour mixed with water. Encourage students to take turns to dip the leaf into the bowl and print on the newspaper. Repeat the Activity till each student gets their turn to do the Activity.</p>	 <p>NESPAPER ACTIVITY ON SHAPE SQAURE</p>  <p>ACTIVITY ON GREEN COLOUR</p> 
TEACHING AIDS	<p>ENG: Book, Flash Card, Board</p> <p>MATH: Newspaper, Crayons</p> <p>EVS: Newspaper, Green poster colour, Leaf</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p> <p>ART FUN: Colouring Square Page no 2</p>

DAY -15

CONTENT / PROCEDURE

MONTH – JULY

English:

Introduction of 'Circle'

Show:

Introduce the stroke through AV module.

Draw a circle on the board and show the formation to the students.

Demonstrate:

Draw the circle and tell students that the circle should start from the top, come down, take a right curve then go up to form a circle.

Draw several circles on the board for better understanding.

Hands on experience:

Encourage each student to take turns to come near the black board and trace twice on the circle with the pointer finger and name the stroke.

Draw a circle on the slate and encourage students to trace on it, and name the stroke as they trace.

Math:

Recap of 'Shape - Square'

Show:

Recap the shape using flash cards. Draw a big square on the board to recap.

Demonstrate:

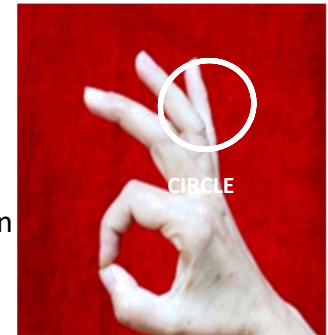
Encourage students to look into the Book and name the shape.

Demonstrate the formation of square by tracing it on the board with pointer finger.

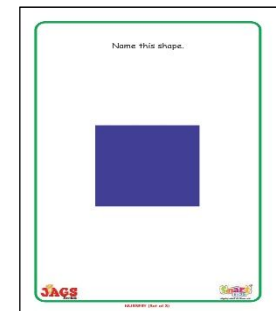
Draw a square in the Note Book of the students and keep ready a day prior to the Activity .

Hands on experience:

Encourage students to trace the square in the Notebook and name the shape as they trace.



FLASH CARD



Rhyme:

Introduction of 'Two Little Hands'

Show:

Show the AV module, introduce the rhyme.

Demonstrate:

Demonstrate the importance of having body parts and their uses.

Teacher sings the rhyme and encourages students to sing after her.

Hands on experience:

Students follow the rhythm and actions of the teacher and sing along.

Teacher to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.

EVS:

Recap of 'Colour –Green' **Activity Book Page no 54**

Show:

Recap the colour by showing picture given in the Course Book.

Also encourage students to relate the colour to real life objects like vegetables, plants etc.

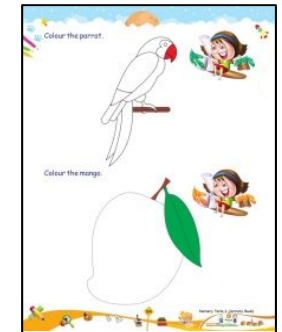
Demonstrate:

Explain students that some fruits are green in colour.

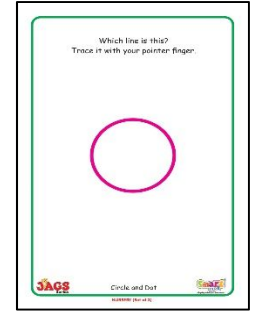

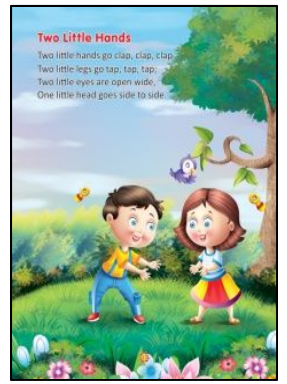
We also have green trees around us which gives us fresh air.

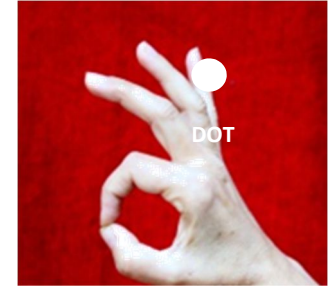


Hands on experience:

Encourage students to complete the exercise given in the Activity Book.



TEACHING AIDS	ENG: Board, Slate, AV module MATH: Flash cards, Board, Book EVS: Book, Crayons RHYME: Book	HOME ASSIGNMENT	ART FUN: Heart Colouring Page no 8
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DAY - 16	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Circle' Course Book Page no 11 & Notebook</p> <p>Show: Shows the flash cards marked with the circle and ask students to name it. Use Course Book and connect with the objects given associated with the circle.</p> <p>Demonstrate: Point at the sides of each picture given and connect with the stroke. Give many examples for better understanding. Draw circle in the Notebook 2 pages, 1 for C.W and the other for H.W and keep ready a day prior to the Activity.</p> <p>Hands on experience: Let students trace the circle given in the Course Book, then trace the same in the Notebook and name the stroke as they trace.</p> <p>Math: Introduction of 'Number '1'</p> <p>Show: Show the AV module to Introduce the number formation and count the value with objects or pictures.</p> <p>Demonstrate: Explain the formation of the number and tell students that to write number '1' Start at the top and do straight line down. Use the objects available in the class and count each object to connect with the value of the number. Let students repeat value counting. Connect the value of the pictures/object shown.</p> <p>Hands on experience: Encourage students to value counting. Let students air trace (Trace the formation of the number in air) the formation of number, while teacher demonstrates the formation.</p> <p>Rhyme: Recap of 'Two Little Hands' Course Book Page no 27</p> <p>Show: Show the chart/course book, recap the rhyme</p> <p>Demonstrate: Demonstrate the importance of having sound sleep. Sing each line in the rhyme with rhythm and encourage students to repeat. Repeat the activity till the students get familiar to the vocabulary in the rhyme and its rhythm.</p> <p>Hands on experience: Students follow the rhythm and actions of the teacher and sing along. Teacher to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.</p>	<p>FLASH CARD</p>   
TEACHING AIDS	<p>ENG: Flash cards, Book</p> <p>MATH: AV Module</p> <p>RHYME: Book</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p>

DAY - 17	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Dot' Activity Book Page no 14 & 15</p> <p>Show: Put a dot on the board and show the formation to the students.</p> <p>Demonstrate: Put the dot and tell students that the dot should be dark and they should hold the pencil proper grip to put the dot. Draw several dots on the board for better understanding.</p> <p>Hands on experience: Encourage each student to take turns to come near the black board and put dots using chalk on the board. Help students to put several dots in the Notebook using crayon within the lines and name it as they put.</p> <p>Math: Recap of 'Number '1' Course Book Page no 44</p> <p>Show: Write the number on the board and recap the formation. Show and count the pictures in the Course Book and relate them with the value of the number. Give many examples for better understanding. Emphasize on the value of the number.</p> <p>Demonstrate: Explain the formation of the number and tell students that to write number '1' Start at the top and do straight line down. Recap the value number using fingers and encourage students to repeat. Keep the sand tray ready before conducting the Activity.</p> <p>Hands on experience: Encourage students to trace number '1' in sand tray, say the as they trace. Write number '1' on the slate and encourage students to trace on it, and say the number as they trace.</p> <p>Rhyme: Recap of 'Two Little Hands'</p> <p>Show: Show the actions associated with the rhyme and ask students to identify the rhyme they are going to recite.</p> <p>Demonstrate: Demonstrate the actions associated with the rhyme. Sing each line in the rhyme with action, rhythm and encourage students to repeat. Repeat the activity till the students get familiar to the vocabulary in the rhyme, action and the rhythm.</p> <p>Hands on experience: Students follow the rhythm and actions of the teacher and sing along. Teacher to sing the rhyme in 4 modes Slow, Medium, Fast and Dumb.</p>	  <p>RHYME ACTIONS</p> 
TEACHING AIDS	<p>ENG: Board, Book</p> <p>MATH: Book, Sand tray, Slate</p> <p>RHYME: Book</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice Book Page 8</p> <p>MATH: Activity Book Page 42</p>

DAY – 18

CONTENT / PROCEDURE

MONTH – JULY

English: Reinforcement of strokes.

Show: Draw all the strokes on the board and recap the formation of each stroke one by one and let students name each stroke as you draw.

Demonstrate: Explain the formation of each stroke on the board and name the stroke.

Hands on experience: Conduct free play and encourage student to participate in the Activity

Finger Dabbing: Take a chart and draw the strokes (Standing line, Sleeping line, Right slanting line, Left slanting line, Right curve, Left curve, Upward curve, Downward curve, Left hook, Circle, Dot) on the chart using pencil or black sketch pen.

The strokes drawn should be big enough for the students to see and do the Activity.

- Encourage students to take turns and finger dab on each stroke using poster colour and also name the stroke they finger dabbed.
- Each student will dab on one stroke. Repeat the strokes on the chart as per the strength of the class.

Math: Recap of 'Number '1' Practice Book Page no 27

Show: Write the number on the board and recap the formation. Show the pictures in the Course Book and relate them with the value of the number. Give many examples for better understanding. Emphasize on the value of the number.

Demonstrate: Explain the formation of the number and tell students that to write number '1' Start at the top and do straight line down. Recap value of the number using fingers and encourage students to repeat.

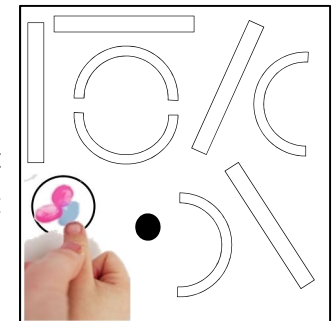
Hands on experience: Encourage students to take turns and finger trace the number on the board. Say the number name while they write. Encourage students to complete the Practice Book exercise.

Rhyme: Recap of 'Two Little Hands'

Demonstrate: Instruct students to sing the rhyme one by one in front of the class with actions.

Hands on experience: Students take turns and recite the rhyme in front of their peers.

FINGER DABBING ACTIVITY
ON CHART



INSTRUCT STUDENTS TO SING
ONE BY ONE



TEACHING AIDS

ENG: Chart, Poster colours



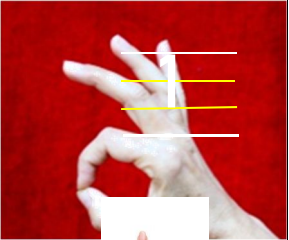

MATH: Book, Board



RHYME: Book

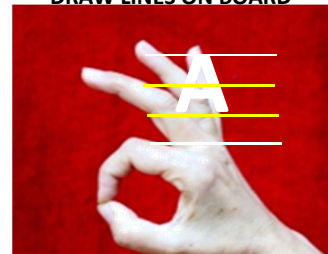
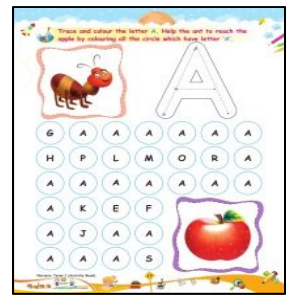

HOME ASSIGNMENT


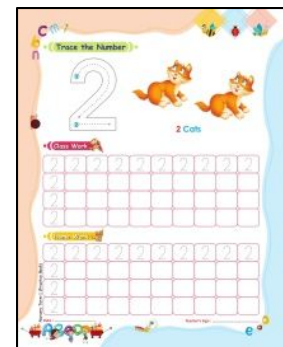
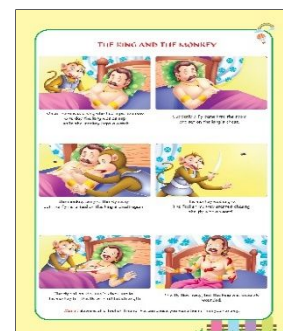
ENG: Activity Book Page 16


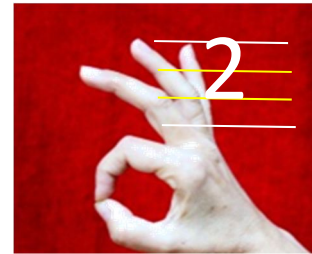
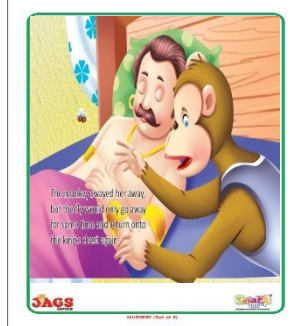
MATH: Practice Book Page 27


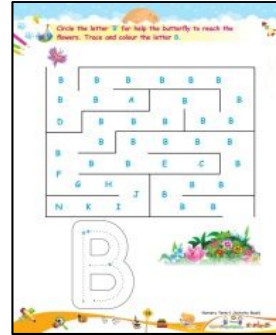

DAY – 19	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Letter 'A'</p> <p>Show: Show the AV module to Introduce the letter formation and the phonic sound.</p> <p>Demonstrate: Explain the formation of the letter and tell students that to write letter 'A', draw a right slanting line, then a left slanting line and a sleeping line. Play the phonic sound of the letter 2 or 3 times and let students repeat the letter sound. Connect the letter with the pictures that begins with letter 'A'.</p> <p>Hands on experience: Encourage students to repeat the sound of the letter and then repeat the words that begin with letter 'A'. Let students trace the letter on sand tray, while teacher demonstrates the formation.</p> <p>Math: Recap of Number '1' Notebook</p> <p>Show: Use two different coloured chalk piece/marker to draw lines on the board. Write number '1' and recap the formation.</p> <p>Demonstrate: Explain the formation of the number and tell students to write number '1' Start at the top and do straight line down. Recap the value of the number using fingers. Write number '1' in Book and keep ready a day prior to the Activity.</p> <p>Hands on experience: Encourage students to write number '1' in Note Book. Say the number as they write. Encourage students to write number '1' in Note Book. Say the number as they write</p>	  <p>USE TWO COLOUR CHALKS TO DRAW LINES ON BOARD</p>  
	<p>TEACHING AIDS</p> <p>ENG: AV Module, Sand Tray MATH: Board, Chalk, Book</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice letter 'A' (Slate) MATH: Notebook writing</p>

DAY – 20	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Letter 'A' Course Book Page no 12 & Practice Book Page no 9</p> <p>Show: Write the letter on the board and recap the formation. Show the pictures in the Course Book and relate them with the letter. Give many examples for better understanding. Emphasize on the phonic sound of the letter.</p> <p>Demonstrate: Explain the formation of the letter and tell students that to write letter 'A', draw a right slanting line, then a left slanting line and a sleeping line. Recap the phonic sound and encourage students to repeat.</p> <p>Hands on experience: Encourage students to take turns and finger trace the letter on the board. Say the letter name and phonic sound while they write. Encourage students to complete the Practice Book exercise.</p>	
	<p>Math: Introduction of Number '2'</p> <p>Show: Show the AV module to Introduce the number formation and the count the value with objects or pictures.</p> <p>Demonstrate: Explain the formation of the number and tell students that to write number '2' Start at the top draw curve line around. Move down towards left. Then a straight line across the bottom. Use the objects available in the class and count each object to connect with the value of the number. Let students repeat value counting. Connect the value of the pictures/object shown.</p> <p>Hands on experience: Encourage students to value counting. Let students air trace (Trace the formation of the number in air) the formation of number, while teacher demonstrates the formation.</p>	
TEACHING AIDS	<p>ENG: Book, Board</p> <p>MATH: AV Module</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice Book Page no 9</p>

DAY – 21	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Recap of 'Letter 'A' Activity Book Page no 17 & Notebook</p> <p>Show:</p> <p>Use two different coloured chalk piece/marker to draw lines on the board. Write letter 'A' and recap the formation.</p> <p>Demonstrate:</p> <p>Explain the formation of the letter and tell students that to write letter 'A', draw a right slanting line, then a left slanting line and a sleeping line. Recap the phonic sound and encourage students to repeat. Write letter 'A' in Book and keep ready a day prior to the Activity.</p> <p>Hands on experience:</p> <p>Encourage students to write letter 'A' in Note Book. Say the name and the phonic sound of the letter as they write.</p> <p>Math: Recap of 'Number '2' Course Book Page no 45</p> <p>Show:</p> <p>Write the number on the board and recap the formation. Show and count the pictures in the Course Book and relate them with the value of the number. Give many examples for better understanding. Emphasize on the value of the number.</p> <p>Demonstrate:</p> <p>Explain the formation of the number and tell students that to write number '2' Start at the top draw curve line around. Move down towards left. Then a straight line across the bottom. Recap the value number using fingers and encourage students to repeat. Keep the sand tray ready before conducting the Activity.</p> <p>Hands on experience:</p> <p>Encourage students to trace number '2' in sand tray, say the as they trace. Write number '2' on the slate and encourage students to trace on it, and say the number as they trace.</p>	<p>USE TWO COLOUR CHALKS TO DRAW LINES ON BOARD</p>   <p>SAND TRACING</p> 
TEACHING AIDS	<p>ENG: Board, Chalk, Book</p> <p>MATH: Board, Sand tray</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Notebook writing</p> <p>MATH: Slate Practice number 2</p>

DAY – 22	CONTENT / PROCEDURE	MONTH – JULY
	<p>English: Introduction of 'Letter 'B'</p> <p>Show: Show the AV module to Introduce the letter formation and the phonic sound.</p> <p>Demonstrate: Explain the formation of the letter and tell students that to write letter 'B', draw a standing line. Then a left curve till the middle of the standing line. Another left curve from middle of the standing line to the bottom. Play the phonic sound of the letter 2 or 3 times and let students repeat the letter sound. Connect the letter with the pictures that begins with letter 'B'.</p> <p>Hands on experience: Encourage students to repeat the sound of the letter and then repeat the words that begin with letter 'B'. Let students trace the letter on sand tray, while teacher demonstrates the formation.</p> <p>Math: Recap of 'Number '2' Practice Book Page no 28</p> <p>Show: Write the letter number on the board and recap the formation. Show the pictures in the Course Book and relate them with the value of the number. Give many examples for better understanding. Emphasize on the value of the number.</p> <p>Demonstrate: Explain the formation of the number and tell students that to write number '2' Start at the top draw curve line around. Move down towards left. Then a straight line across the bottom. Recap value of the number using fingers and encourage students to repeat.</p> <p>Hands on experience: Encourage students to take turns and finger trace the number on the board. Say the number name while they write. Encourage students to complete the Practice Book exercise.</p> <p>Story: Recap of 'The King and the Monkey' Course book Page no 30</p> <p>Show: Show the pictures in the story picture chart given to recap the story.</p> <p>Demonstrate: Use the pictures on the picture chart to recap the story and narrate the story once again.</p> <p>Hands on experience: Encourage students point at the characters on the picture chart/course book, name them. Teacher to point at different pictures on the chart and ask students what is happening there.</p>	  
TEACHING AIDS	<p>ENG: AV Module, Sand Tray</p> <p>MATH: Book, Board</p> <p>STORY: Book, Picture Chart</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice letter 'B' (Slate)</p> <p>MATH: Practice Book Page 28</p>

DAY – 23	CONTENT / PROCEDURE	MONTH - JULY
	<p>English: Recap of 'Letter 'B' Course Book Page no 13 & Practice Book Page no 10</p> <p>Show: Write the letter on the board and recap the formation. Show the pictures in the course book and relate them with the letter. Give many examples for better understanding. Emphasize on the phonic sound of the letter.</p> <p>Demonstrate: Explain the formation of the letter and tell students that to write letter 'B', draw a standing line. Then a left curve till the middle of the standing line. Another left curve from middle of the standing line to the bottom. Recap the phonic sound and encourage students to repeat.</p> <p>Hands on experience: Encourage students to take turns and finger trace the letter on the board. Say the letter name and phonic sound while they write. Encourage students to complete the practice book exercise.</p> <p>Math: Recap of 'Number '2' Notebook & Activity Book Page no 43</p> <p>Show: Use two different coloured chalk piece/marker to draw lines on the board. Write number '2' and recap the formation.</p> <p>Demonstrate: Explain the formation of the number and tell students to write number '2' Start at the top draw curve line around. Move down towards left. Then a straight line across the bottom. Recap the value of the number using fingers. Write number '2' in book and keep ready a day prior to the activity.</p> <p>Hands on experience: Encourage students to write number '2' in note book. Say the number as they write. Encourage students to complete the Activity Book exercise.</p> <p>Story: Recap of 'The King and the Monkey'</p> <p>Show: Make the flash cards of the story and keep ready a day prior to the activity. Show the flash cards to recap the story.</p> <p>Demonstrate: Organize a circle time. Shuffle the story flash cards, place them in the middle. Encourage students to take turns to sort the flash cards and arrange in the sequence of the story.</p> <p>Hands on experience: Students sort the flash cards and arrange them in the sequence of the story.</p>	  <p>FLASH CARD</p> 
TEACHING AIDS	<p>ENG: Book, Board</p> <p>MATH: Book</p> <p>STORY: Book, Flash Card</p>	<p>HOME ASSIGNMENT</p> <p>ENG: Practice Book Page no 10</p> <p>MATH: Notebook writing</p>

DAY – 24	CONTENT / PROCEDURE	MONTH - JULY
	<p>English: Recap of Letter 'B' Activity Book Page no 18 & Note Book</p> <p>Show: Use two different coloured chalk piece/marker to draw lines on the board. Write letter 'B' and recap the formation.</p> <p>Demonstrate: Explain the formation of the letter and tell students that to write letter 'B', draw a standing line. Then a left curve till the middle of the standing line. Another left curve from middle of the standing line to the bottom. Recap the phonic sound and encourage students to repeat. Write letter 'B' in book and keep ready a day prior to the activity.</p> <p>Hands on experience: Encourage students to write letter 'B' in note book. Say the name and the phonic sound of the letter as they write.</p> <p>Story: Reinforcement of 'The King and the Monkey'</p> <p>Show: Organize a role play to reinforce the story.</p> <p>Demonstrate: Select students to perform a role play. Give thorough practice to enact while teacher narrates the story. Inform parents of the participants well in advance to prepare their child for the role play. If the resources are not available for the costume, teachers can only use face masks for the role play.</p> <p>Hands on experience: Students enact the story as per the characters allotted to them. The students other than participants will observe and recollect the story.</p>	  <p>ROLE PLAY</p> 
TEACHING AIDS	ENG: Board, Chalk, Book	HOME ASSIGNMENT
		ENG: Notebook writing

STORY OF THE MONTH

THE KING AND THE MONKEY

MONTH - JULY

Once a king had a foolish monkey as pet. It was treated royally and moved freely in the king's palace. It was happy with the treat given by the King.

One afternoon, the king was asleep, all of a sudden; a fly came in the room and sat on king's chest. The monkey chased the fly away, but it did not go. The foolish monkey got very angry and started chasing the fly with a sharp weapon.

The fly sat on the king's chest and the monkey hit the fly with the weapon. The fly flew away unharmed, but the king was wounded in the chest and at last died.

STEPS TO TEACH STORY

Day 1: Using AV module, Introduce the characters, then demonstrate the story.

Day 2: Using story picture chart. Recap the characters and help students read pictures to narrate story.

Day 3: Using Flash cards encourage students to sequence the story.

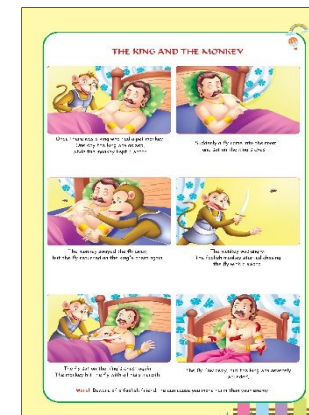
(Teacher to prepare the flash cards of the story).

Day 4: Using Puppets or organizing a role play.

LEARNING OUTCOMES: Students will be able:

- Develop creative and imaginary skills.
- Inculcate values
- Build vocabulary
- Enhance speaking skills.

PICTURE CHART



PUPPETS



CONVERSATION

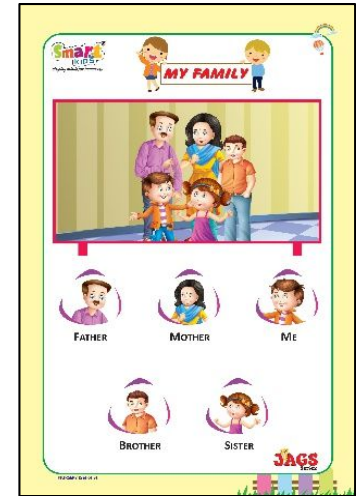
MY FAMILY

MONTH - JULY

MY FAMILY

CONVERSATION:

1. My father's name is
2. My mother's name is
3. My brother's name is
4. My sister's name is
5. I love my family very much.



VANAMAHOTSAVA/GREEN SPLASH (06/07/2019)

Event can be focused in two aspects:

1. Self-knowledge acquaintance (Activities done in school on event day)
2. Social awareness (Reaching the society through message giving activities)

Objective:

- To introduce colors.
- To enhance visual discrimination.
- To develop creativity and aesthetic sense.
- To help students recognize various shades of green.
- To instill social responsibility in students.
- To develop awareness about preserving nature by growing trees.
- To create interest of planting trees and tending them.

Procedure of celebration:

You will need:

Green color ribbons, balloons, poster colours, tape

Cut outs of flowers, fruits and things that are green in colour. (Leaves, Fruits, Vegetables, Trees, Plants).

Prior preparation:

Prior notice regarding celebrations to be given to the parents.

Decorate the classroom with the cutouts made and the concrete objects collected from the classroom.

Inform parents to send their ward in **Green** colored dress and send one sapling.

Proper place to be selected and cleaned to plant the saplings.

The saplings to be labeled with the name of the child who brings it.



Procedure:

Introduce color green and connect it with objects around.

Teacher to explain the importance of green colour in our daily life by connecting with the familiar things like traffic lights, national flag etc. Teacher has to demonstrate the importance of plants in our life.

Teacher to connect the colour with the real life objects and discusses the same with the students.

Select students (**LKG & UKG**) and organize a role play showing the importance of trees like:

- ✓ Plants give us food.
- ✓ Shelter too many animals and birds.
- ✓ We get medicines from plants.
- ✓ Rains are caused because of plants.
- ✓ Plants help to stop pollution.

Give thorough practice to the students to perform a role.

**Plant the saplings:**

- Take students to the place where you have planned to plant the saplings.
- Help students to plant their saplings and water them.
- Encourage students to water their plants every day, under the guidance of teacher.
- Children enjoy seeing the sapling grow.

