

**SCHOOL READINESS**  
**VIDYA ANAND**  
**(MAJA MAJA MA SIKHBO)**

**PLAY BASED SCHOOL READINESS**  
**FOR THREE MONTHS**  
**(FOR CHILDREN OF GRADE - 1)**

**अटकन-बटकन दही चटाकन**

अटकन-बटकन दही चटाकन,  
नहा-खोर के इस्कूल जाथन।  
बिंदु मिलाके चित्र बनाथन,  
सुग्घर-सुग्घर कविता गाथन।  
अटकन-बटकन दही चटाकन..  
बेंदरा, भालू, मछली रानी,  
गुरुजी सुनाथे सबके कहानी।  
खाना खाके फेर बइठथन,  
खेलौना मन के कान अँइठथन।  
अटकन-बटकन दही चटाकन..  
हम ला देखे घर बर काम,  
सुग्घर लगथे अइसन काम।  
पढ़थन-लिखथन मजा उड़ाथन,  
अटकन-बटकन दही चटाकन।



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND  
TRAINING, CHHATTISGARH, RAIPUR**

मुद्रक : मुद्रण तथा लेखन सामग्री विभाग, अटल नगर, नवा रायपुर (छ.ग.) संख्या: 3,26,008 शासकीय शालाओं हेतु निःशुल्क प्रदाय



**SCHOOL READINESS**  
**VIDYA ANAND**  
**(MAJA MAJA MA SIKHBO)**

**THREE - MONTH**  
**PLAY BASED SCHOOL READINESS PROGRAMME**  
**(FOR CHILDREN OF CLASS - 1)**



**समग्र शिक्षा**  
**Samagra Shiksha**

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
CHHATTISGARH, RAIPUR**



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**2025-2026**







## **PREFACE**

Under the structural changes in the National Education Policy 2020, due importance is being given to foundational stage of formal learning. The foundational stage has two main objectives, which are to promote all-round development of children through play-based activities, interactions and experiences in terms of development and to prepare children for school through specific concepts and skill-based activities. To achieve these objectives, School Readiness-Vidya Anand, a three-month play-based pre-school preparatory exercise book has been designed in such a way that children will develop a solid foundation in learning basic literacy and numeracy concepts. It provides opportunities to children to develop skills like following school routine and adjusting to new environment while ensuring enjoyable learning through activities.

This booklet provides play based activities for interacting with each other during the process of learning. In this process, children will learn to build knowledge by connecting with experiences. Adequate activities are provided for in-class and out-of-class practice. Interaction with teachers, classmates and parents is an important and useful activity in this play-based learning process. Three ways of classroom interaction are ensured during the activities – peer interaction, interaction with materials and interaction with the teacher.

This booklet has been prepared on the basis of Nipun Bharat Mission Guidelines and the learning outcomes suggested in NCERT's 'Vidya Pravesh'-three-month play based school preparation module. It will help children entering class 1 to learn in an enjoyable manner. It includes short stories and poems along with playway learning activities to develop the prescribed basic concepts of Hindi, Mathematics and English among the children.

The entire material, based on the three developmental goals, skills and learning outcomes has been developed for three months. The help and support of

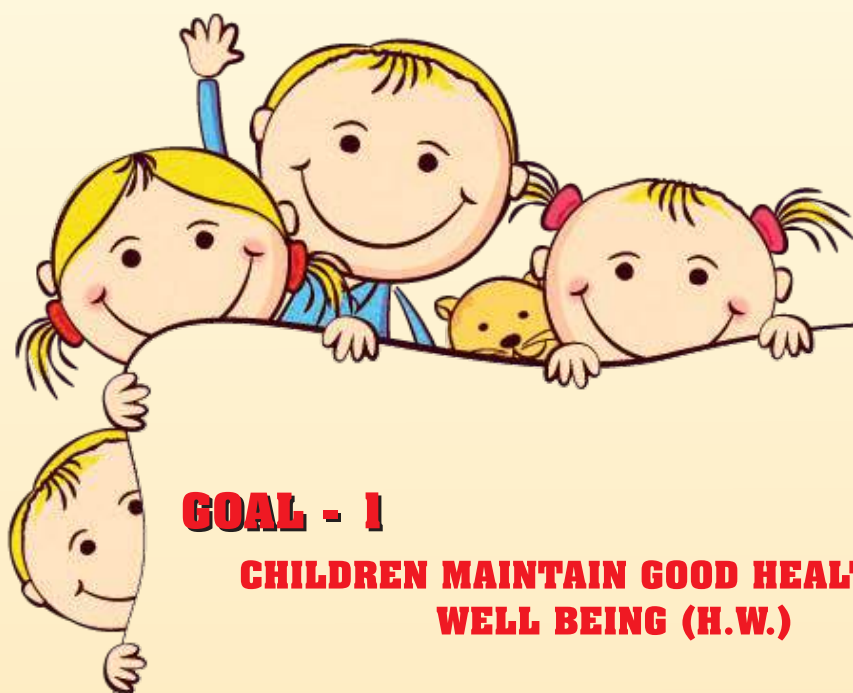


parents and community is of great importance in the education and learning of children. Parents are expected to get their children to do the activities and practice tasks suggested in the booklet in the time available at home. This will help reinforce the knowledge children have gained. Formats for assessment are given in the last pages of this book. The purpose behind giving the format of assessment is that the parents also remain aware of the progress of their children.

The team of academic members and teachers of the State Council of Educational Research and Training, Chhattisgarh along with Azim Premji Foundation, have actively cooperated in preparing this book. Suggestions from teachers, parents and well-wishers are invited to make this exercise book interesting and useful.

**Director**  
**SCERT Chhattisgarh, Raipur**





## **GOAL - I**

**CHILDREN MAINTAIN GOOD HEALTH AND  
WELL BEING (H.W.)**





# PLAY BASED LEARNING





## My Body Parts











### Note-

Ask the children to match the pictures of body parts given in the circles by drawing lines.

GI- HW- 3.1



## Match Sense Organs with their Functions

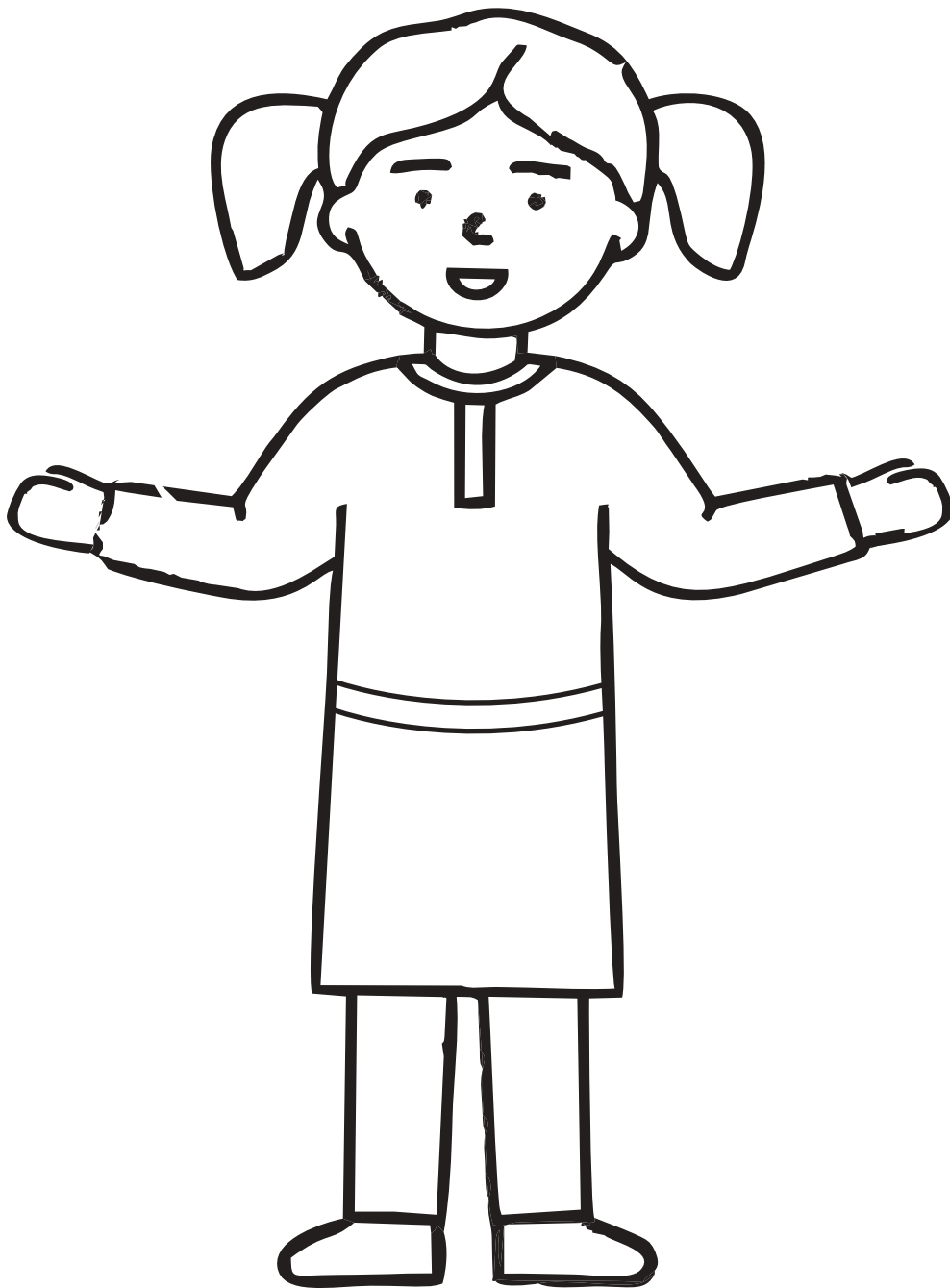
Sense Organs	Functions
	
	
	
	

### Note-

Ask the children to match the sense organs with their functions by drawing lines.



**Colour it**



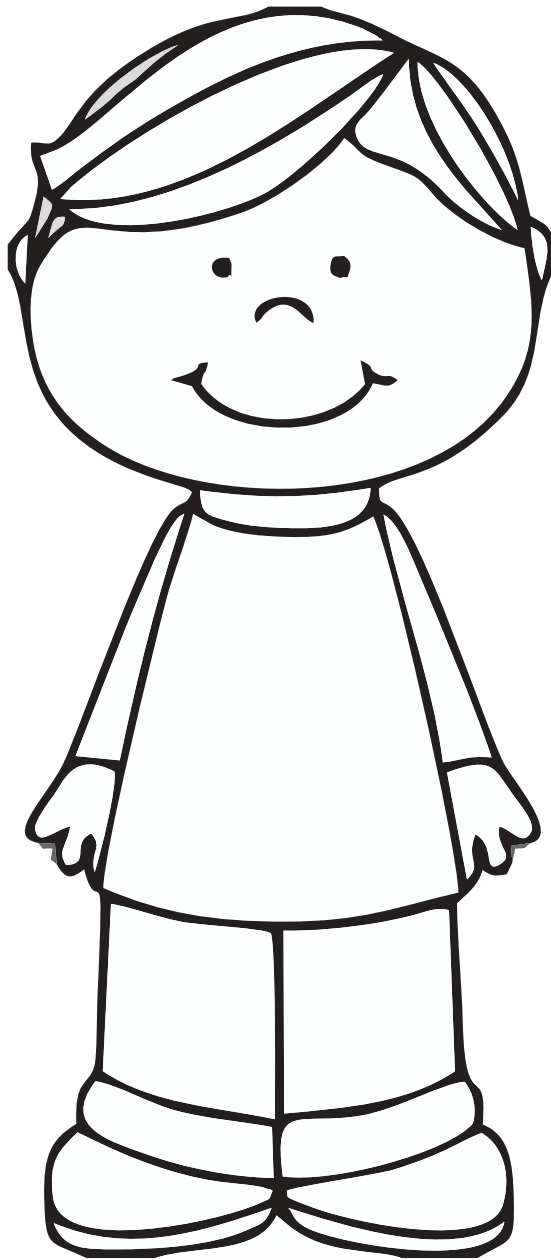
**Note-**

Ask the children to colour the picture.

GI- HW- 3.18 (C)



**Colour it**



**Note-**

Ask the children to colour the picture.

GI- HW- 3.18 (C)



## Tick (✓) Good Habits



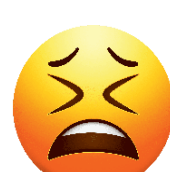
### Note-

Ask the children to tick (✓) the good habits which keep us fit and healthy.

GI- HW- 3.13



## Match the Same Faces

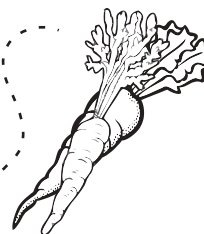
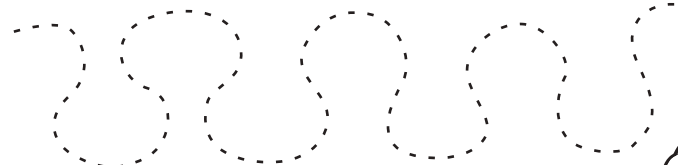
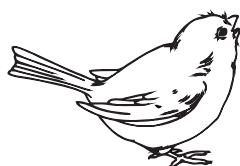
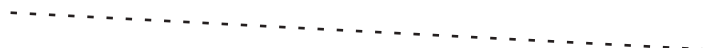
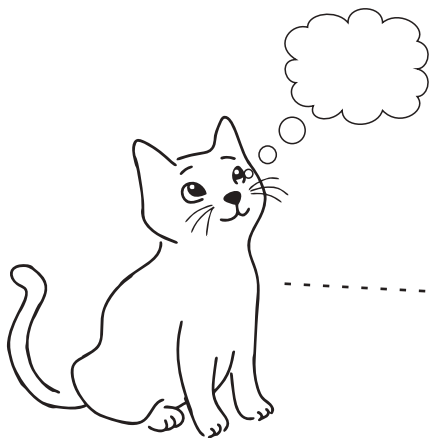
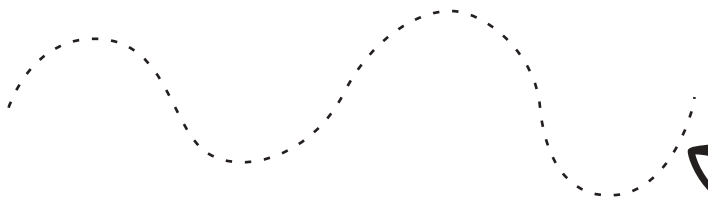


### Note-

Ask the children to match the faces with the same emotions by drawing lines.



## Join the Dots and Colour



### Note-

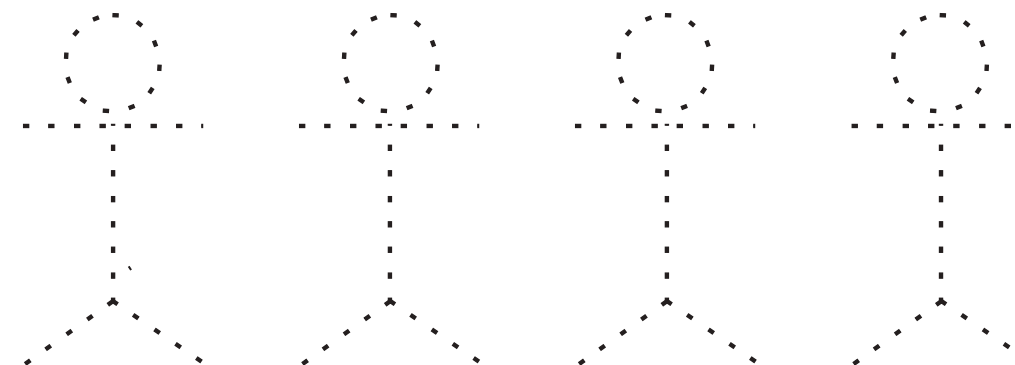
Ask the children to join the dots ( ex. help the butterfly to reach the flower)

GI- HW- 3.18 (A)



## Practice Drawing Lines by Tracing on the Dotted Lines

.....



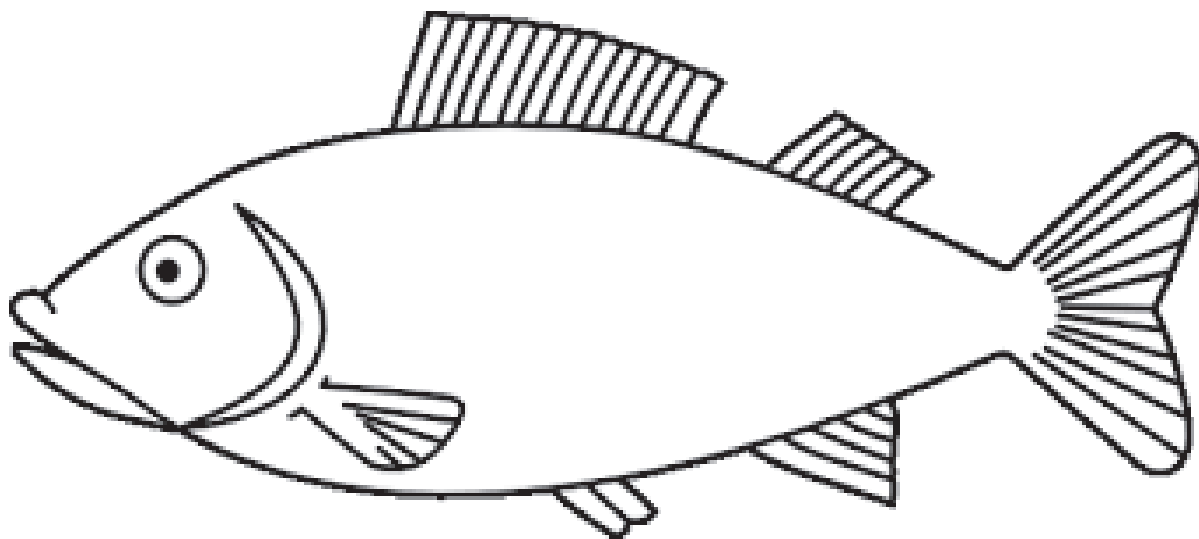
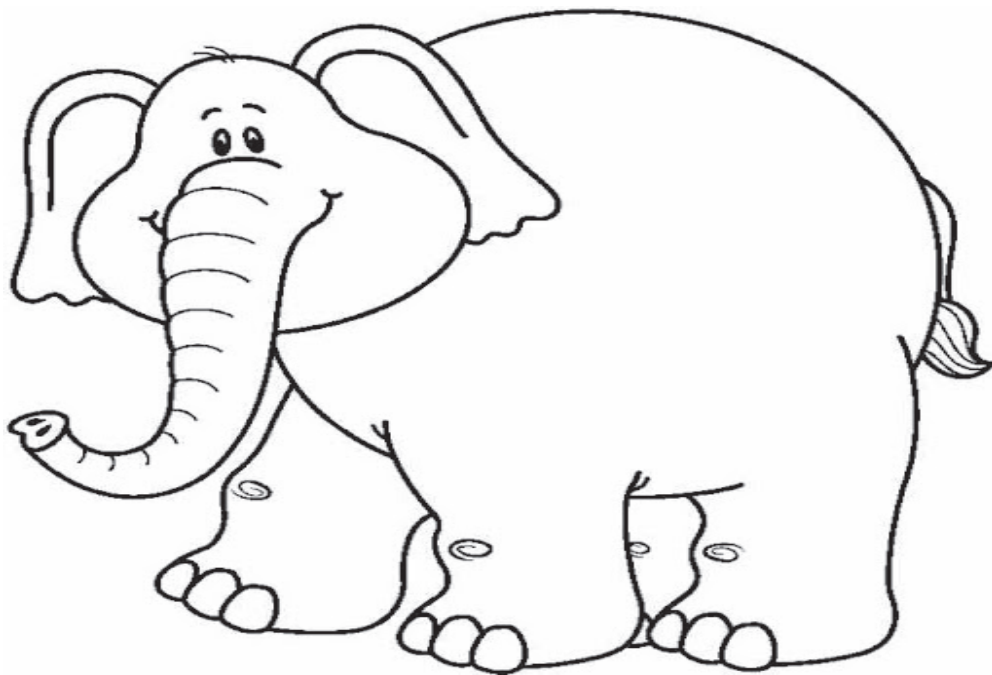
### Note-

Ask the children to trace on the dotted lines.

GI- HW- 3.18 (A)



## Tearing and Pasting Activity (Collage)



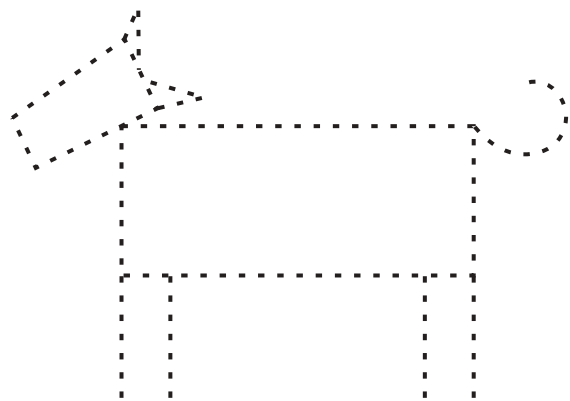
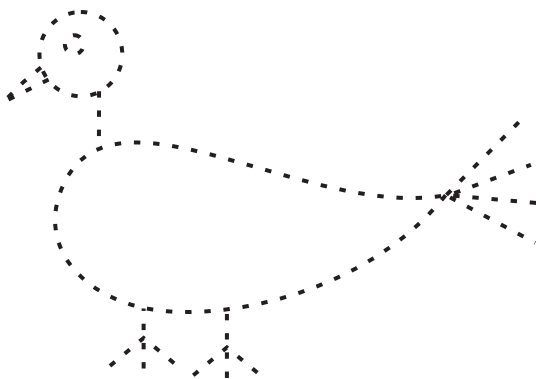
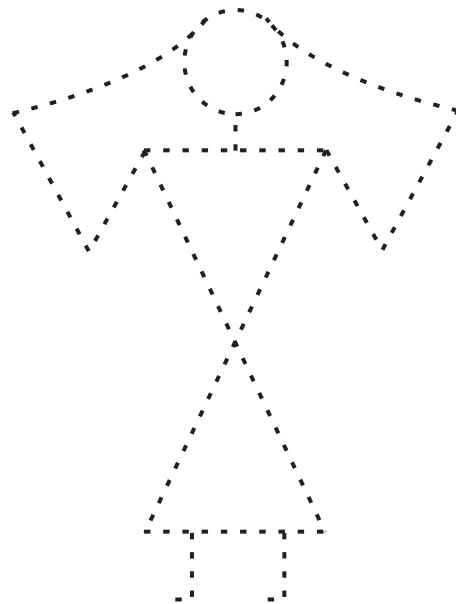
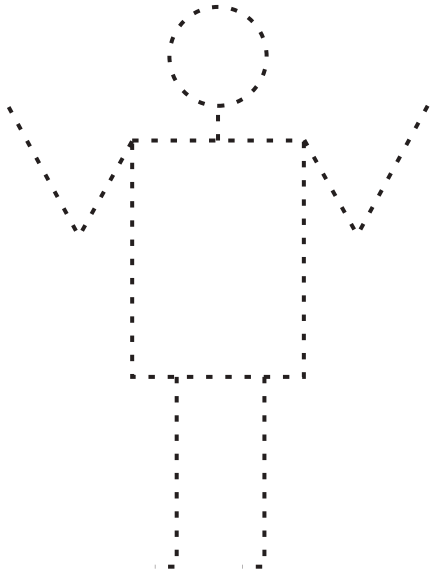
### Note-

Ask the children to stick the paper on the picture to make collage.

GI- HW- 3.18 (A)



## Picture Tracing



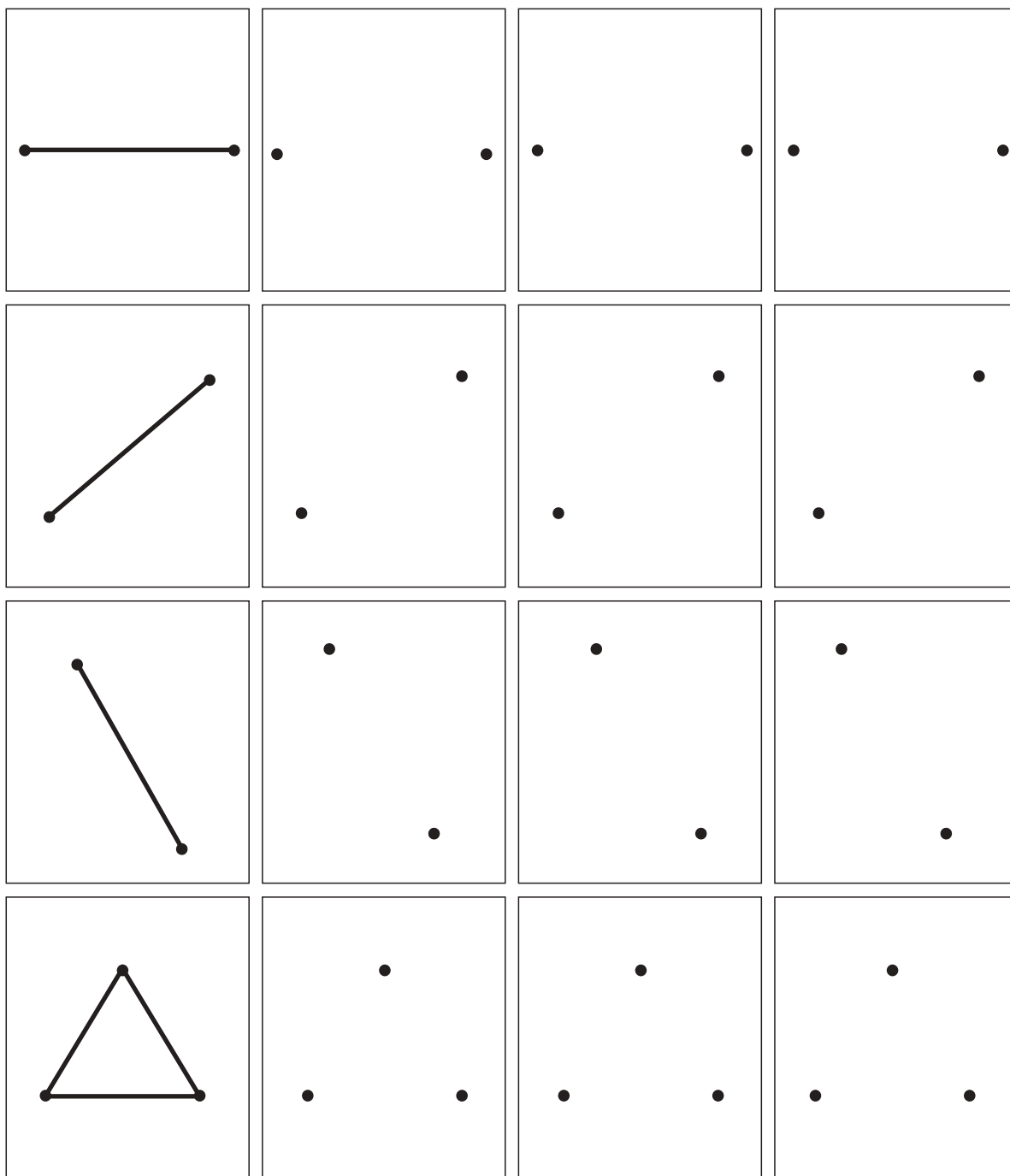
### Note-

Ask the children to trace on the dotted lines of the picture.

GI- HW- 3.18 (C)



## Make Straight Lines



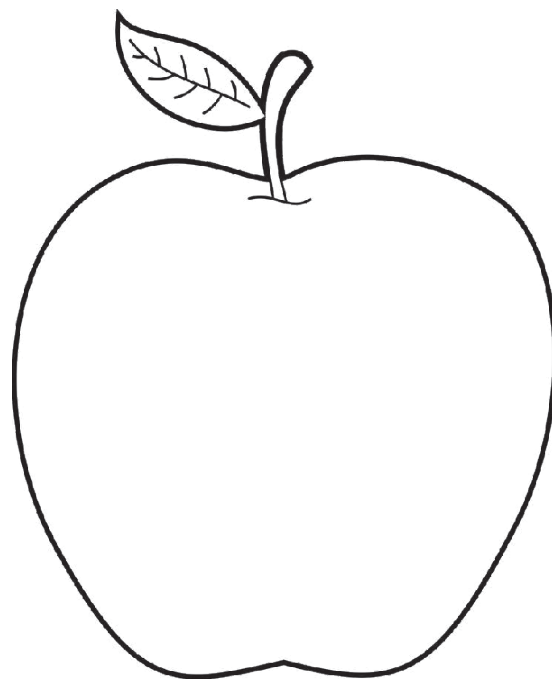
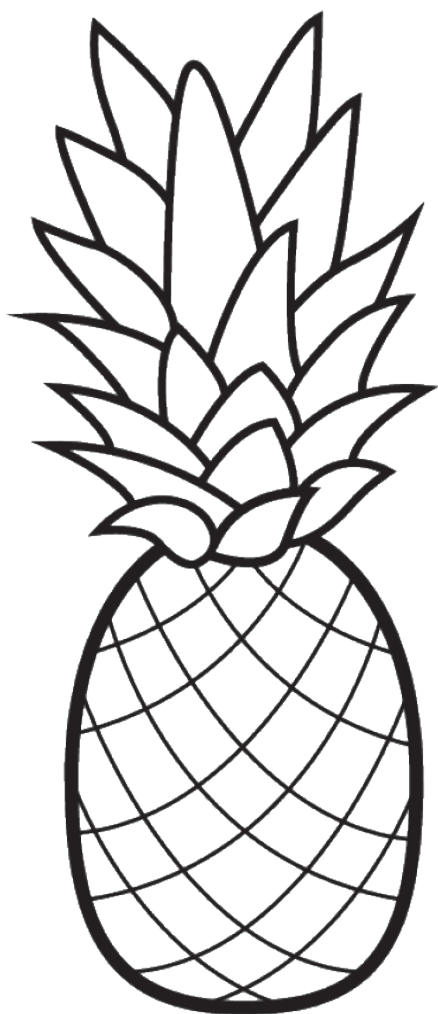
### Note-

Let the children practice making straight lines by joining the dots.

GI- HW- 3.18(C)



## Colour the Picture



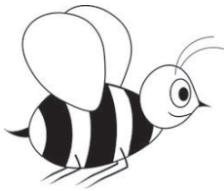
### Note-

Ask the children to identify the picture and colour accordingly.

GI-HW-3.18(A)



## Trace the Curves



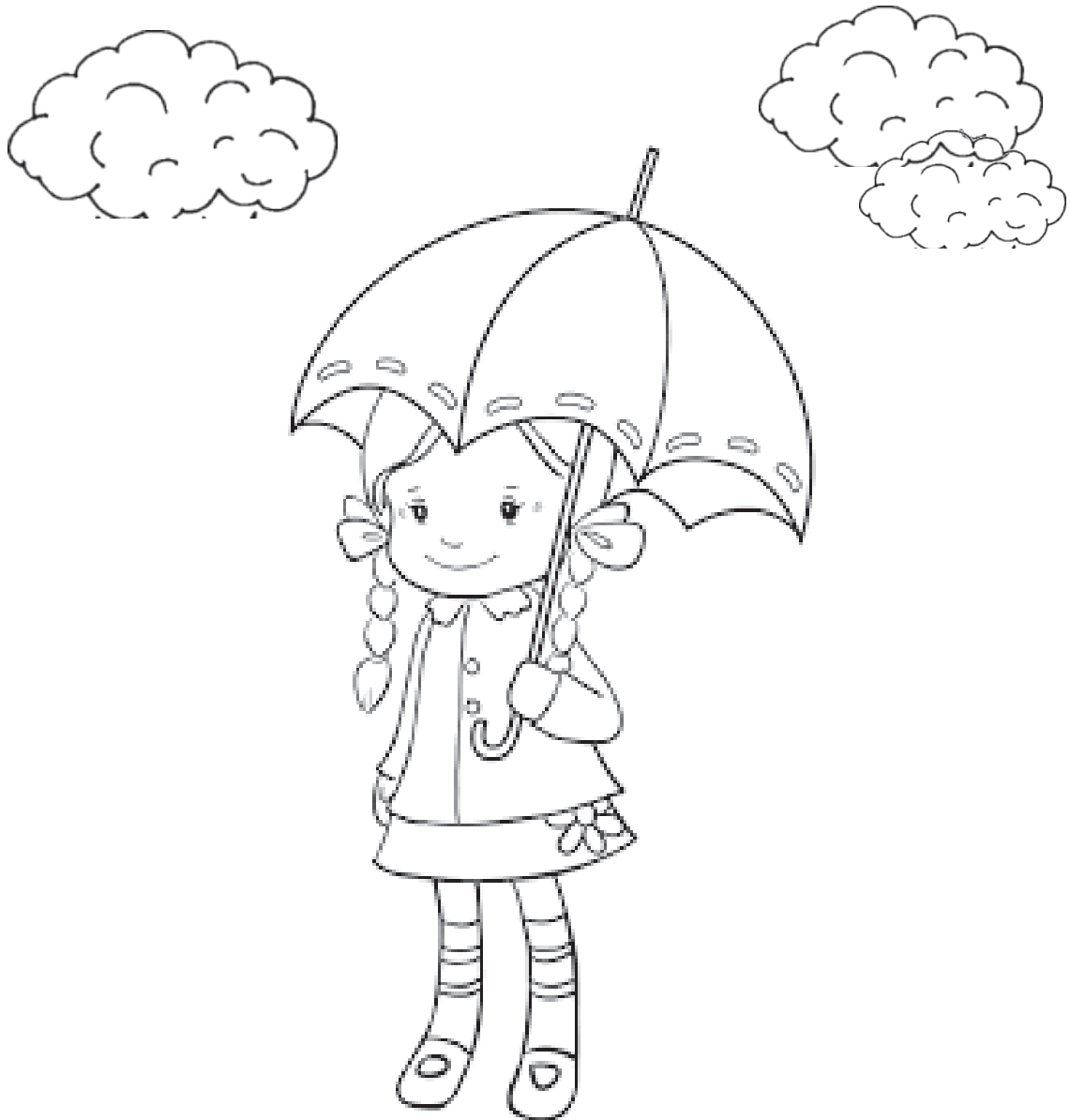
### Note-

Ask the children to help animals to reach their home by tracing the dots.

GI-HW-3.18 (A)



**Add some Rain Drops and Colour it**

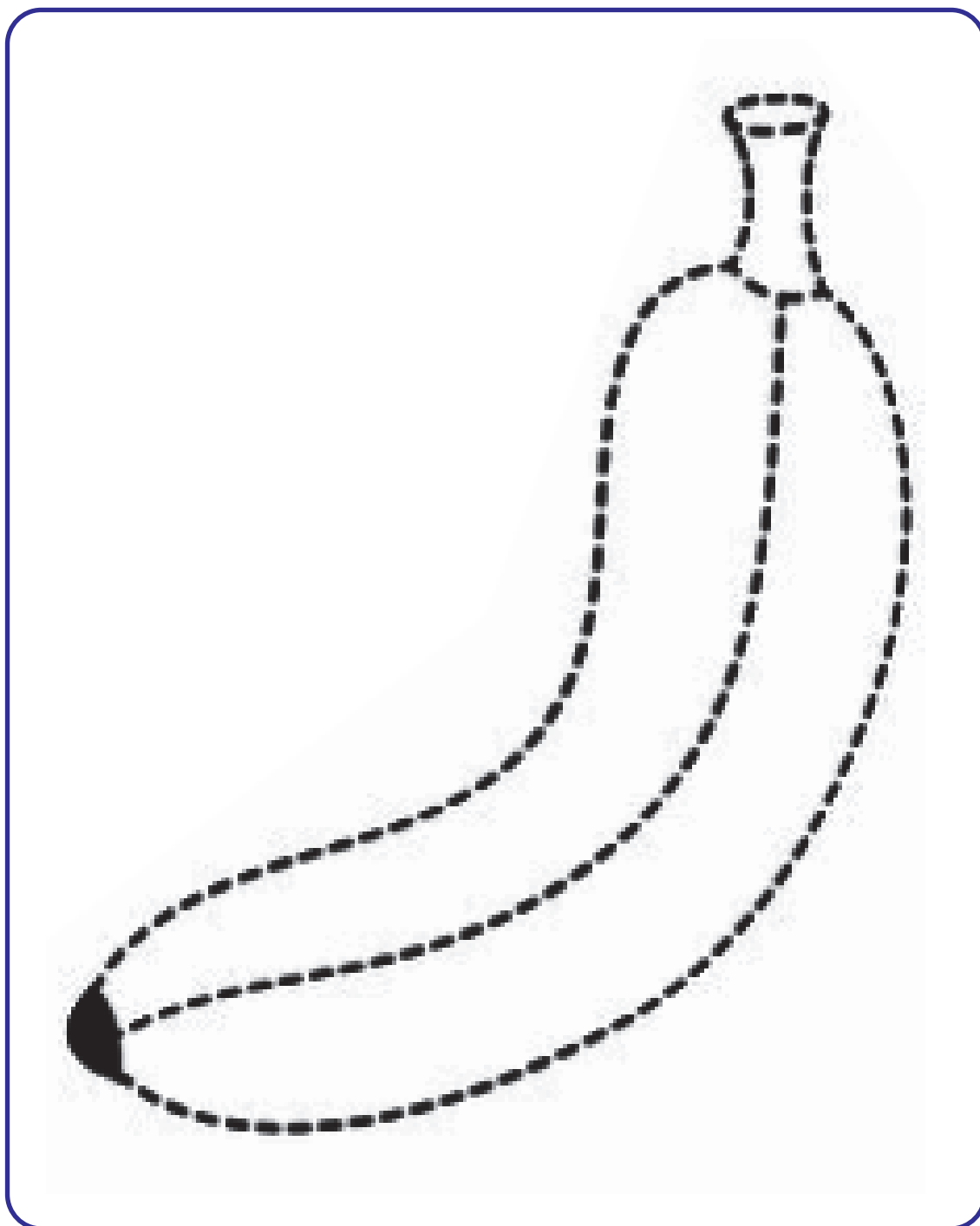


**Note-**

Ask the children to make some rain drops and colour the picture.



## Join the Dotted Lines and Colour the Picture



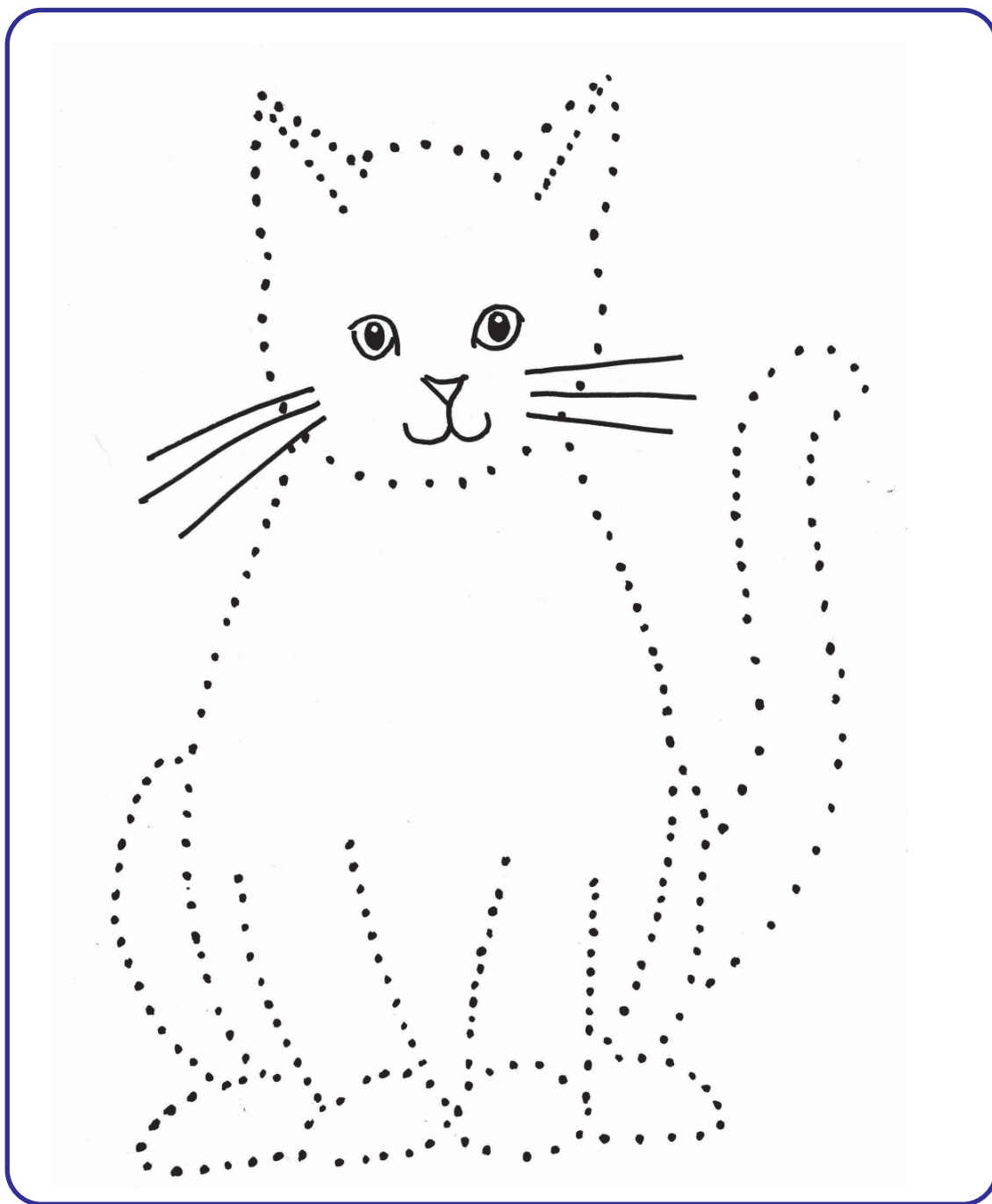
### Note-

Ask the children to join the dotted lines and identify the picture and colour accordingly.

GI-HW-3.18 (C)



## Join the Dots and Colour the Picture

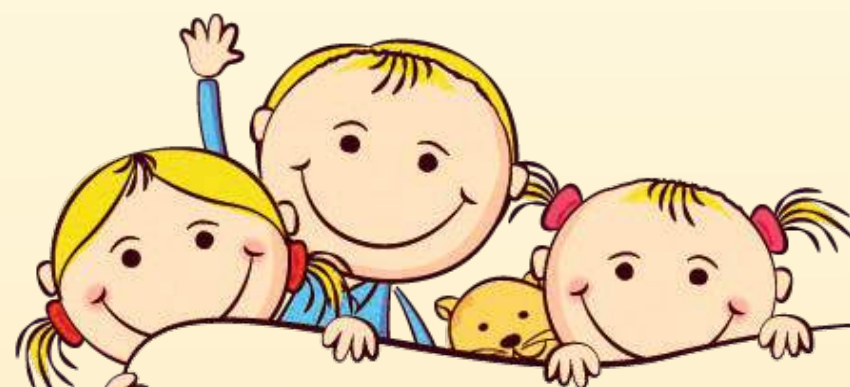


### Note-

Ask the children to join the dots, identify the picture and colour accordingly.

GI-HW-3.18 (C)





**GOAL - 2**

**CHILDREN BECOME  
EFFECTIVE COMMUNICATORS  
(E.C.)**









## Picture Composition



### Note-

Ask the children to observe the picture carefully and share their thoughts and views on it.

GII- ECL1- 3.1



## Match the Pictures



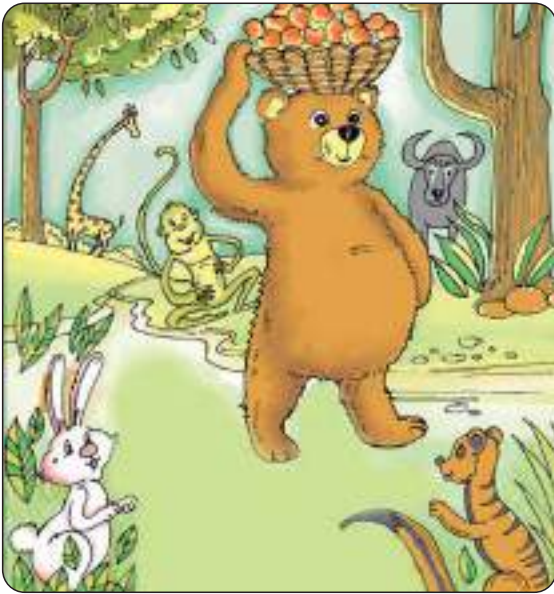
### Note-

Ask the children to match the small portions with the big pictures.

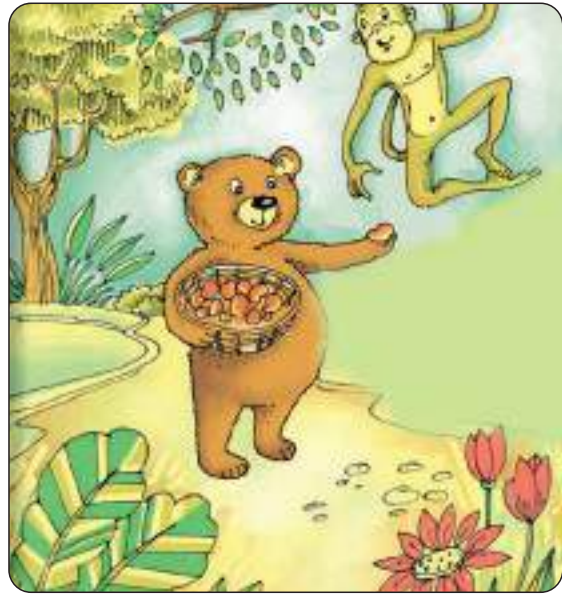
GII- ECL1- 3.1



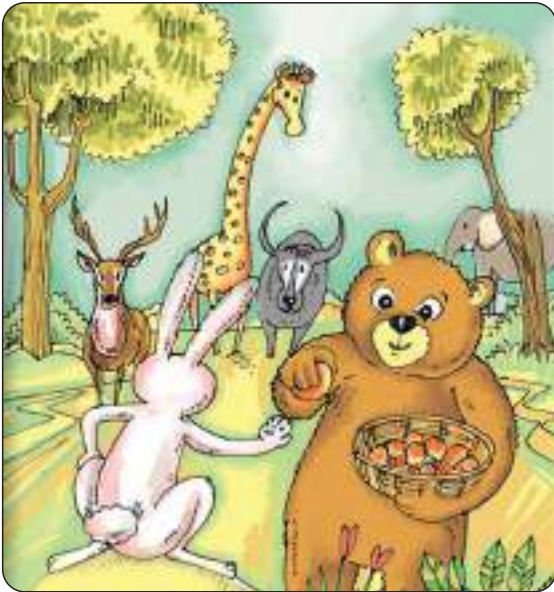
## Observe and Understand the Story



The bear went for selling mangoes. The bear was saying, "Have the mangoes, have mangoes."



He met a monkey on the way. He said, "Bro, what is a mango? I will take one and see."



The monkey took a mango. Then came the rabbit. He also took one mango.



Then other animals also started coming and taking the mangoes. Only one mango was left in the basket. The bear ate it immediately.

### Note-

Help the children to understand the pictures and the story.

GII- ECL1- 3.2



**Draw your Favourite Picture**



## Let's Do



Come



Go



Stand



Sit



Open the book.



Stand in a line.



Close the door.



Clap your hands.

### Note-

Ask the children to do the action



## Greetings



GOOD MORNING

GOOD MORNING



Good morning. Good morning. How are you?  
Good morning. Good morning. Fine. Thank you.

### Note-

Ask the children to greet each other. This activity can be done everyday.

GII-ECL1-3.1



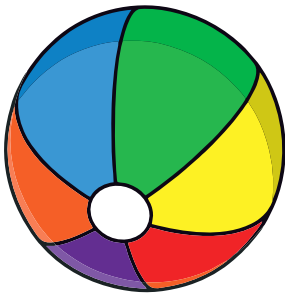
## Read Along



BUTTERFLY



BAT



BALL



BANANA



BOOK

### Note-

Children will point at the pictures and repeat the names after the teacher.

GII-ECL 1-3.6(A), 3.8 (B)



# Fun in the Forest



Monkeys can jump

Parrots can fly

Fish can swim

And lions can run.

Giraffes are tall

And cats are short

Elephants are big

And rats are small.



## Note-

Do the action of jump, fly etc., and ask the children to do the same.

GII- ECL1- 3.4 (B)



**Find the Odd one and Circle it**



parrot



banana



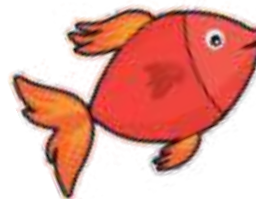
carrot



cat



rat



fish

jump

lion

pump

shirt

fall

tall

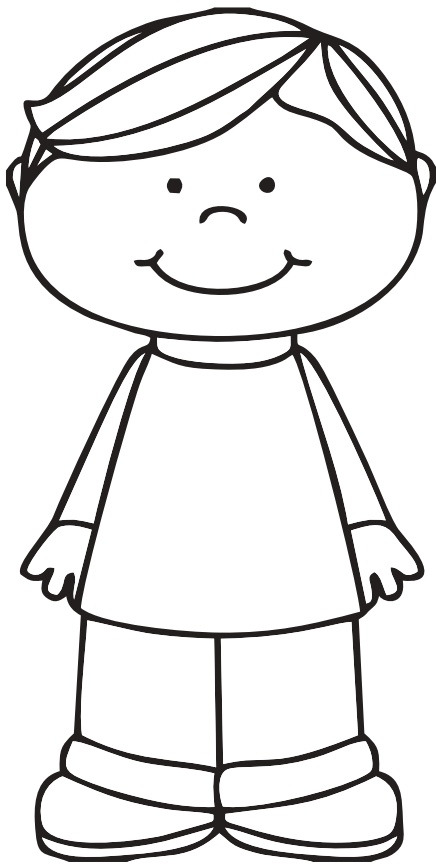
**Note-**

Ask the children to identify the word, which doesn't rhyme with other two words.

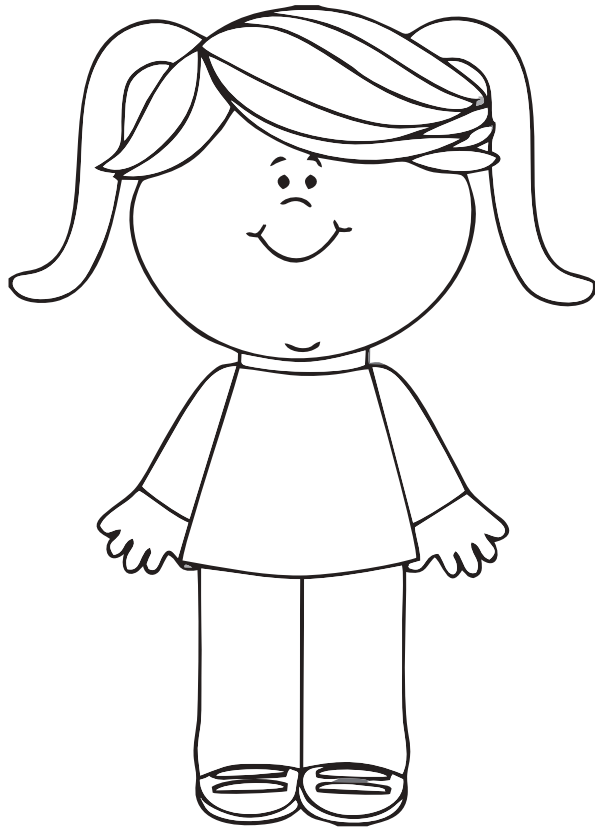
GII- ECL1- 3.7



## Myself



I am a boy.



I am a girl.

My name is .....

My name is .....

### Note-

Encourage the children to talk about themselves.



## About me



I am ..... (name)

My mother is ..... (name)

My father is ..... (name)

### Note-

Encourage the children to talk about their family.

Stick a picture of yourself / family



## Look at the Picture and Understand the Story- Picture Story



Geeta was reading under a tree.



A wounded bird fell down from the tree.



Geeta took the bird in her hand and pampered it.



She took the bird to her home and gave food and water to it.



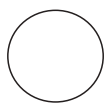
The bird felt better and flew away.

### Note-

Help the children to observe the picture and understand the story.



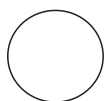
## Order the Activities



I open and read the book.



I wake-up in the morning everyday.



After that I go to School.



I brush my teeth and take bath.

### Note-

Ask the children to narrate the daily routine in order.

GII- ECL1- 3.6 (A, B)



## Clever Crow



### Note-

Encourage the children to act out the story in group.

GII- ECL1- 3.6 (A, B)

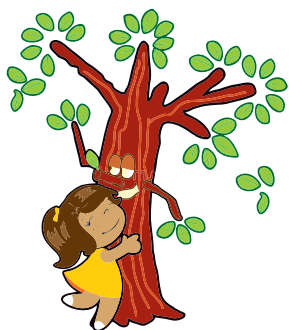


## One Two Three

One, two, three  
Hug a tree.  
Four, five, six  
Pick up the sticks.  
Seven, eight, nine  
Stand in a line.  
Now it's ten.  
Shout like a hen.  
Cock - a doodle - doo.



### See and Read.



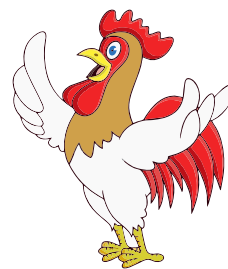
Hug a tree.



Pick up the sticks.



Stand in a line.



Cock-a-doodle-doo...

#### Note-

Help the children to read the words and sentences. Encourage the children to recite a similar poem in their mother tongue/local language.

GII- ECL1- 3.4 (A, B)



## कौआ बोला काँव-काँव

कौआ बोला काँव-काँव,  
शहर से अच्छा मेरा गाँव।

चारों ओर खुल्ला-खुल्ला,  
साफ-सुथरा गली-मोहल्ला।

हरे-हरे खेत खार,  
साफ-सुथरे घर द्वार।

हल्ला-गुल्ला न भीड़-भाड़,  
चारों ओर झाड़ ही झाड़।

नदी में चलती मेरी नाव,  
शहर से अच्छा मेरा गाँव।



What kind of sounds these birds make?



तोता  
(Parrot)



कौआ  
(Crow)



कबूतर  
(Pigeon)



गौरैया  
(Sparrow)

### Note-

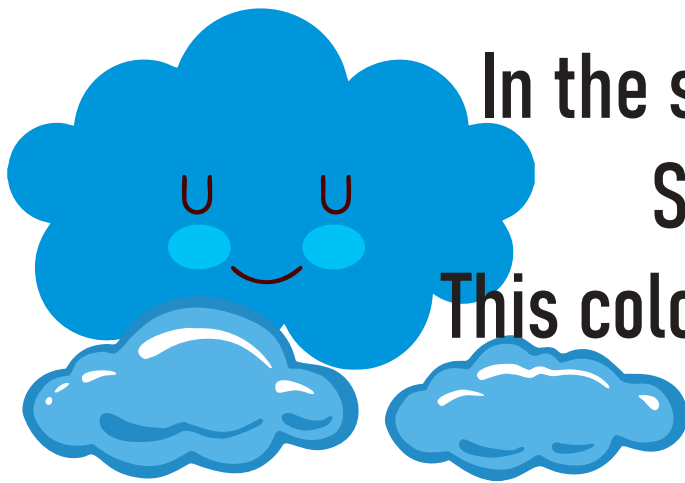
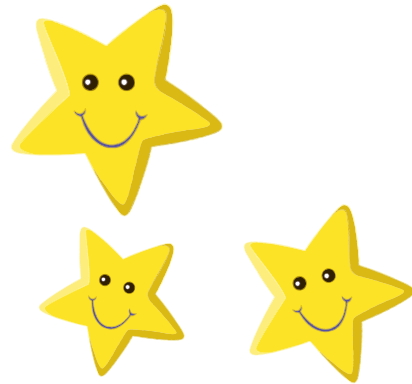
Recite the poem with appropriate expression and let the children do the same.

GII- ECL2- 3.2, 3.14



## Riddles

Not four or two,  
But in between,  
This number's seen.  
What is it?



In the sky and the sea  
So vast and free  
This colour you will see  
What is it?

### Note-

- Recite the riddles with voice modulations and actions.
- Encourage the children to find out the answers themselves.
- Let the children ask the riddle to each other.



## Blue

The bag is blue.

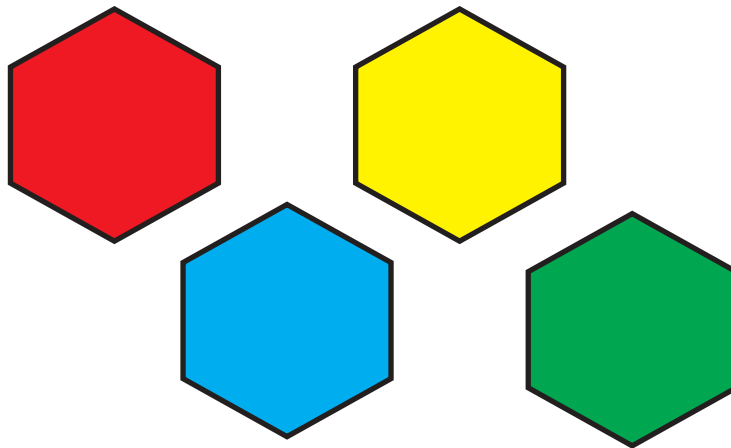
The bag is big.

Ben has a bag.

Big and blue.



Put a tick mark on blue colour.



### Note-

- Recite the poem with rhyme and actions, familiarize the children with blue colour using objects and pictures.
- Let the children identify the blue colour and mark it.
- Draw a simple picture of a bag, ask children to draw picture of the bag and colour it in blue.

GII- ECL1- 3.8(A)



## Read Along



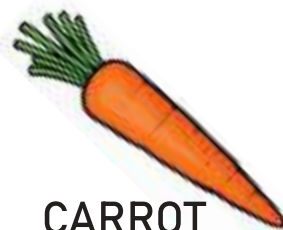
CAP



CUP



CLOCK



CARROT



CAT



CAKE

### Note-

Children will point at the pictures and repeat the names after the teacher.

GII- ECL1- 3.6 (A), 3.8(B)



## Identify Objects with the Beginning Sound (Hindi)



### Note-

Ask children to observe the picture first, tell the names of each picture and identify the name starting with 'ट' sound.

GII- ECL2-.3.5, 3.12



## Read Along



DEER



DONKEY



DOG



DUCK



DOLL



DOOR

### Note-

Children will point at the pictures and repeat the names after the teacher.

GII- ECL1-3.6(A), 3.8(B)



## जल्दी चलो, जल्दी चलो

जल्दी चलो, जल्दी चलो,

जल्दी चलो भाई,

रास्ते में जो शेर मिला,

तो क्या करोगे भाई?.....

जल्दी चलो, जल्दी चलो,

जल्दी चलो भाई,

रास्ते में जो ..... मिला।

तो क्या करोगे भाई?.....



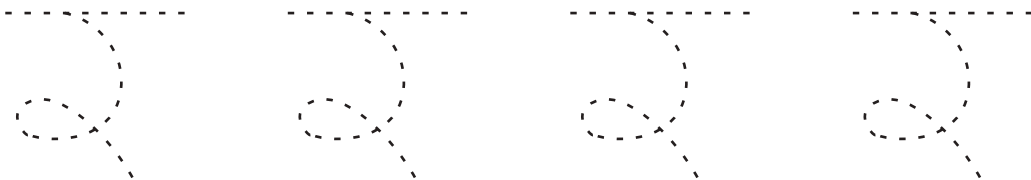
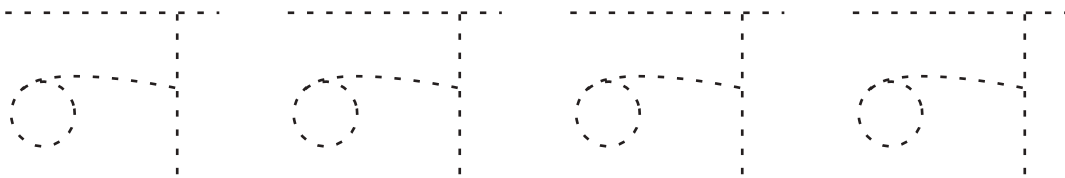
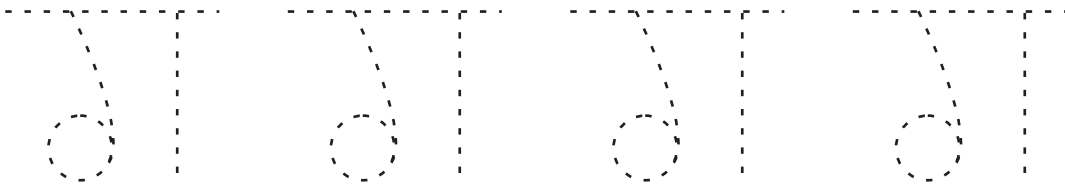
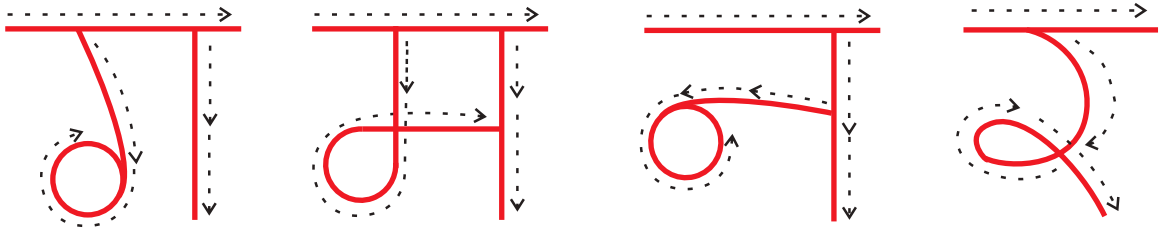
### Note-

Recite the poem with appropriate expressions and let the children do the same. Ask the children to add more names of animals.

GII- ECL2- 3.2



## Tracing



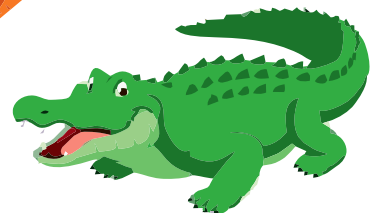
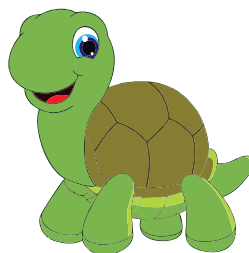
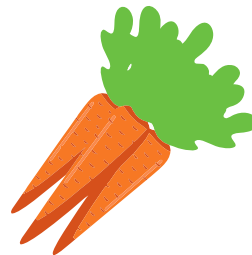
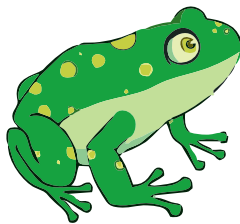
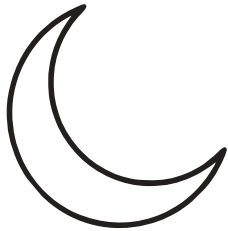
### Note-

Ask the children to trace the shapes with pencil.

GII- ECL2-3.11



## Identify Objects with the Beginning Sound (Hindi)



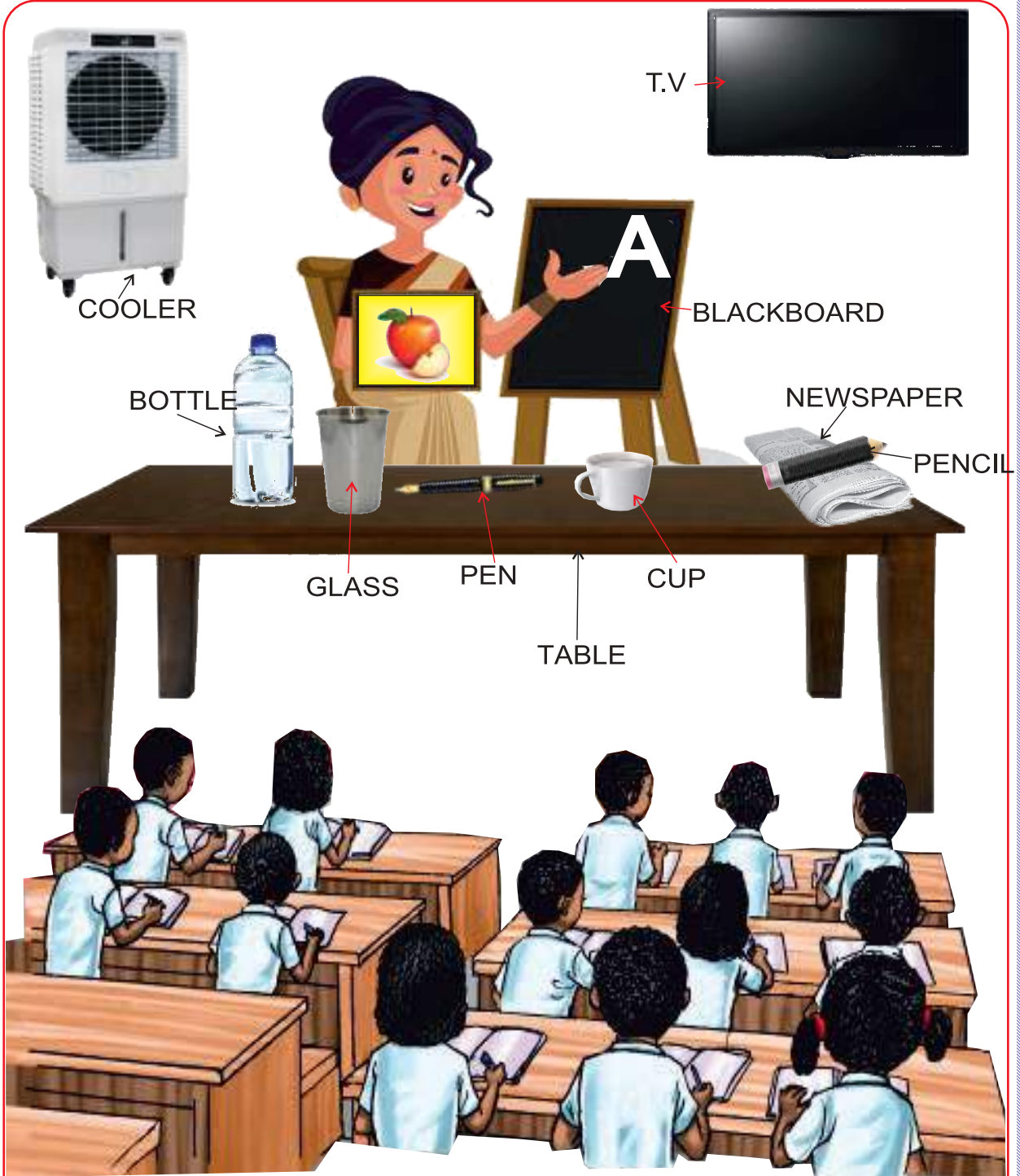
### Note-

Ask the children to observe the picture first, tell the name of each picture and identify the name starting with 'प' sound.

GII- ECL2-3.5, 3.12



## Things Around Us



### Note-

Support the children to tell the names of familiar objects around them.



## अनार है ताजा-ताजा



अनार  
Pomegranate

अ अनार है ताजा-ताजा,  
आ से आम फलों का राजा।



आम  
Mango



इमली  
Tamarind

इ इमली की चटक खटाई,  
ई ईख से बनी मिठाई।



ईख  
Sugarcane



उल्लू  
Owl

उ उल्लू तो रात में जागे,  
ऊ ऊँट तो रेत में भागे।



ऊँट  
Camel

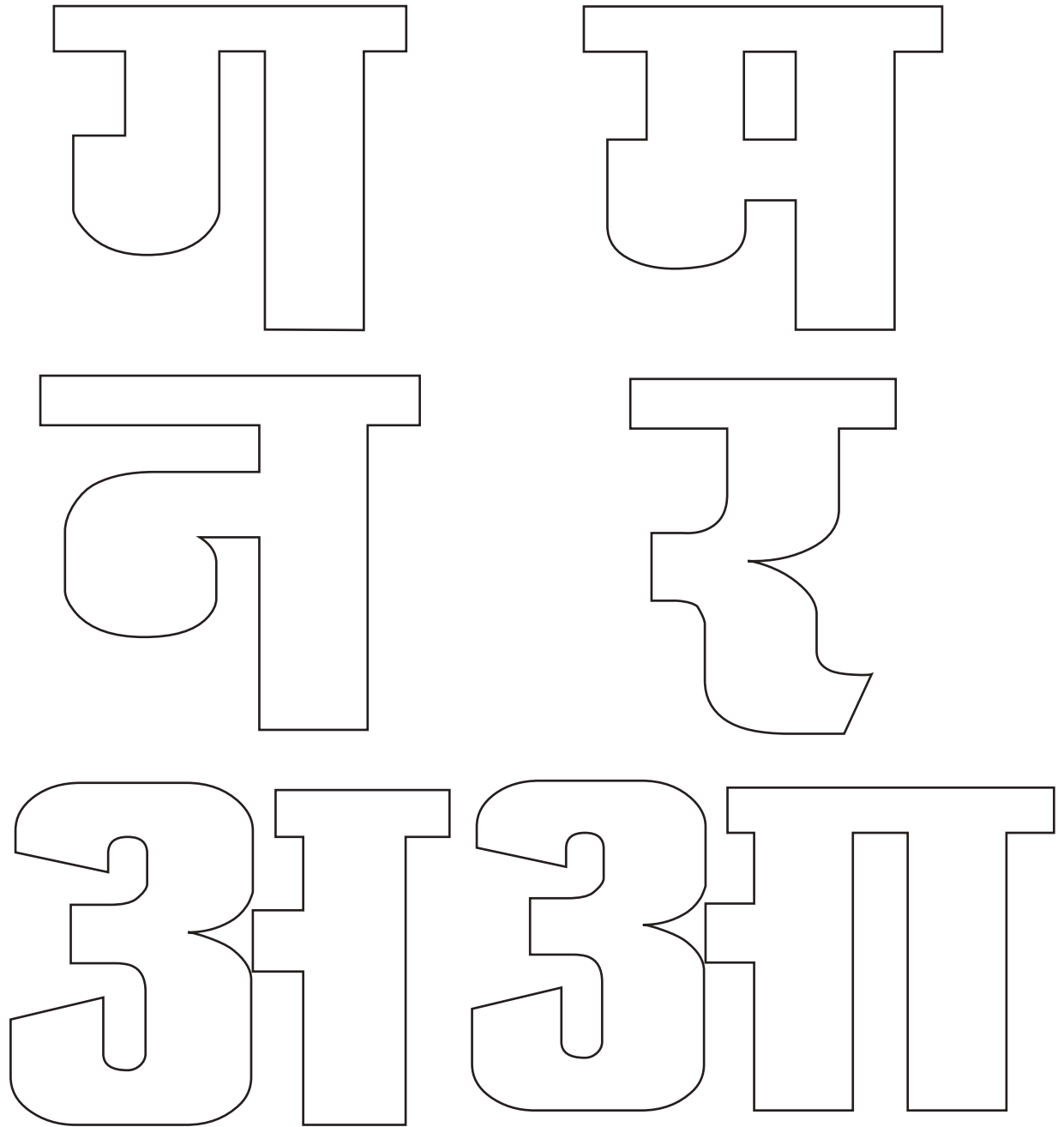
### Note-

Recite the poem with appropriate expressions and let children do the same.

GII- ECL2- 3.2, 3.4



## Colour the Pictures



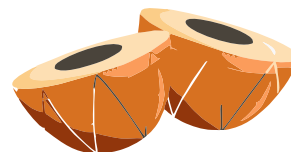
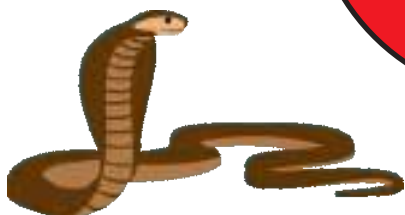
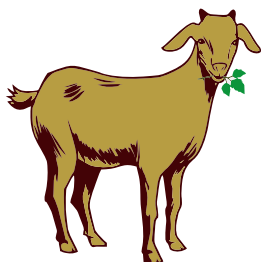
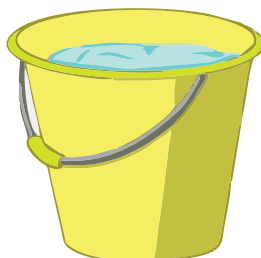
### Note-

Ask the children to colour the pictures.

GII-ECL2- 3.5(B)



## Identify Objects with the Beginning Sound (Hindi)



### Note-

Ask the children to observe the picture first, tell the names of each picture and identify the name starting with 'न' sound.

GII- ECL2-3.5, 3.12



## Let's Do

Come in.  
Sit down.  
Open your book.  
Write in your book.  
Stand up.  
Go.  
Bye Bye.



### Note-

- Do appropriate actions while saying the sentences and encourage children to use the sentences in their daily conversations.
- Let the children find pictures of the actions given in the poem.
- Practice actions of expressions like - come in, write, may I go out etc.
- Use 'Sorry', 'Please', 'Thank You' etc. in everyday conversation.

GII- ECL 1-3.1, 3.4 (B)



## Rolly – Polly

ROLLY – POLLY  
ROLLY – POLLY  
UP UP UP  
ROLLY – POLLY  
ROLLY – POLLY  
DOWN DOWN DOWN  
ROLLY – POLLY  
ROLLY – POLLY  
LEFT LEFT LEFT  
ROLLY – POLLY  
ROLLY – POLLY  
RIGHT RIGHT RIGHT



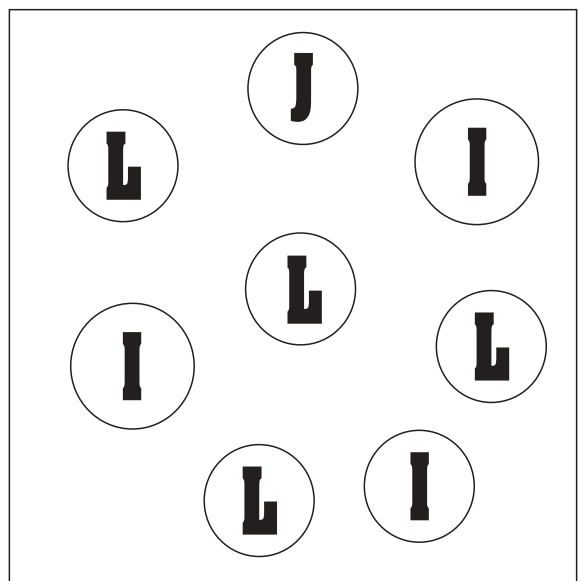
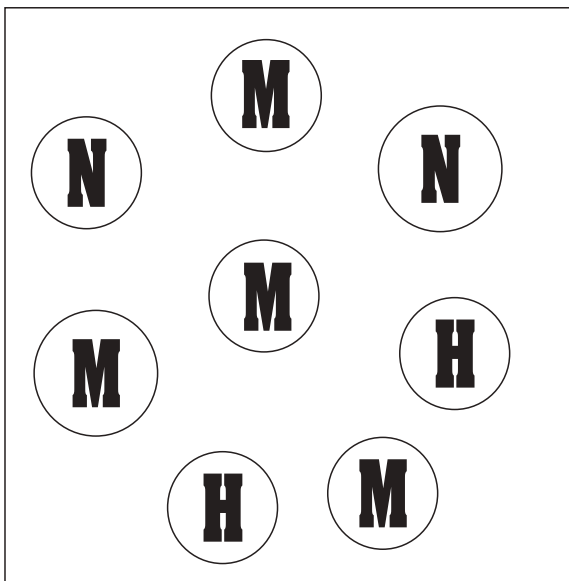
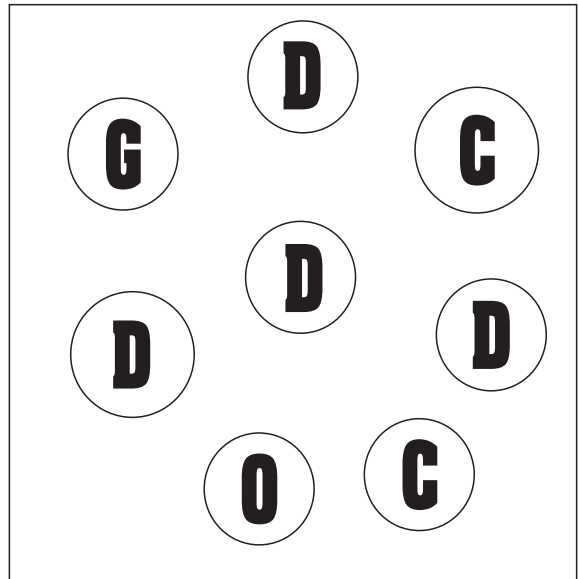
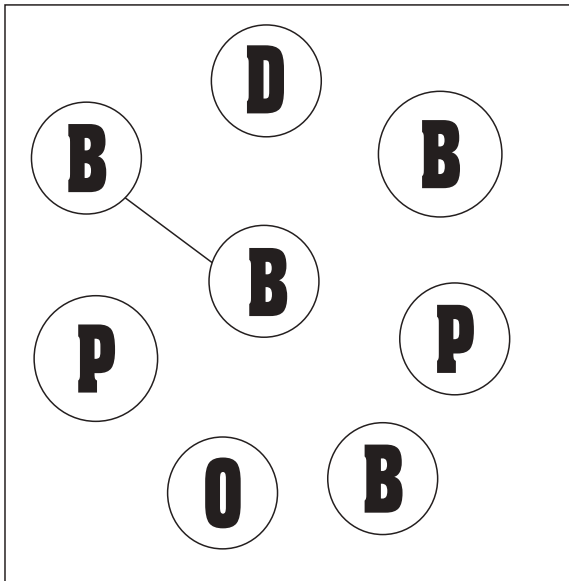
### Note-

Do the Rolly Polly by rolling hands and changing the speed of reciting. Children follow the teacher's action and speed.

GII- ECL 1-3.8(A)



## Match Similar Shapes



### Note-

Ask the children to match the similar shapes.

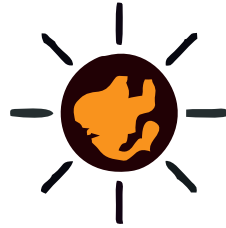
GII- ECL1- 3.6 (A)



## Read Along



SOCKS



SUN



SHARPENER



SHOES



SNAKE



STAR



SHIRT

### Note-

Children will point at the pictures and repeat the names after the teacher.

GII- ECL1-3.6(A), 3.8 (B)



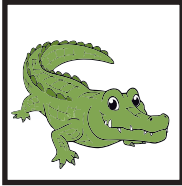
## Circle the First Letter of the Words-



गमला

गमला

ग म ला



मगर

मगर

म ग र



नदी

नदी

न दी



रथ

रथ

र थ

### Note-

Ask the children to identify the object and pronounce it, then circle the first letter written in the boxes.

GII- ECL2- 3.5



## Circle the First Letter



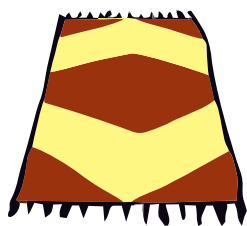
**C A T**



**R A T**



**B A T**



**M A T**

### Note-

- Support the children to identify objects in the picture and tell their names.
- After repeating the names 4-5 times ask the children to circle the first letter in the box.
- Children recognize letters and Corresponding Sounds.

GII- ECL1- 3.8 (B)



## Hop Hop Hop

Hop, hop, hop.  
Can you hop?  
You can hop.  
Yes, you can.  
Dig, dig, dig.  
Can you dig?  
You can dig.  
Yes, you can.



Hop



Hop



Dig



Dig

Read aloud-

hop  
dig

top  
big

pop  
fig

### Note-

Encourage the children to read the words aloud while pointing their finger on the words.

GII- ECL1- 3.8(A)



## Reading

### A cat and a Rat

Sam has a cat  
The cat is fat.  
The cat saw a rat.  
The cat ran for the rat.  
Sam ran for the cat.



Identify and trace the letter 'a' in the middle.

Cat

Fat

Rat

Ran

Mat

Saw

#### Note-

Teacher recites the poem with rhyme and actions. Let the children do the same.



## Colour the Pictures



### Note-

Help the children to colour the pictures.

GII- ECL1- 3.9



## Let's Do

Meena, Raju, Meena, Raju,  
Jump, jump, jump.



Meena, Raju, Meena, Raju,  
Run, run, run.

Meena, Raju, Meena, Raju,  
Dance, dance, dance.



Meena, Raju, Meena, Raju,  
Sing, sing, sing.

Meena, Raju, Meena, Raju,  
Walk, walk, walk.



### Note-

Recite the poem using appropriate actions. Let children do it by following the teacher. After this, let children do it with their friends.

GII-ECL1-3.1, 3.4(B), 3.8(A)



## This is Big

This is big, big, big.

This is small, small, small.

This is short, short, short.

This is tall, tall, tall.

This is fast, fast, fast.

This is slow, slow, slow.

This is yes, yes, yes.

This is no, no, no.



### Read aloud-

big, small, tall, fast, slow, yes, no

### Note-

The teacher will say the word and do the action. The children will do it after the teacher.  
e.g.- For 'Big' the teacher will say big and spread his/her hands.

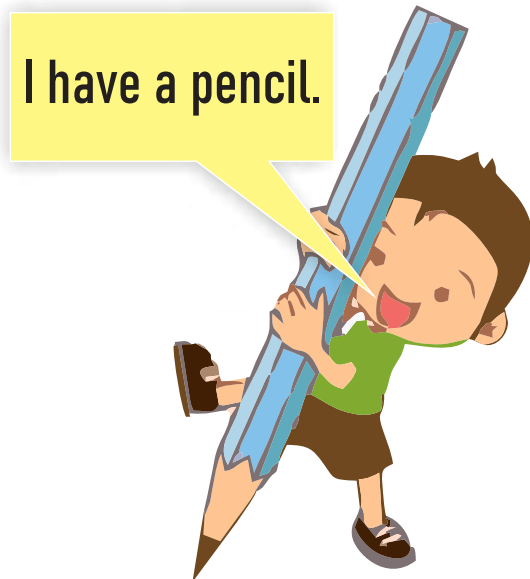
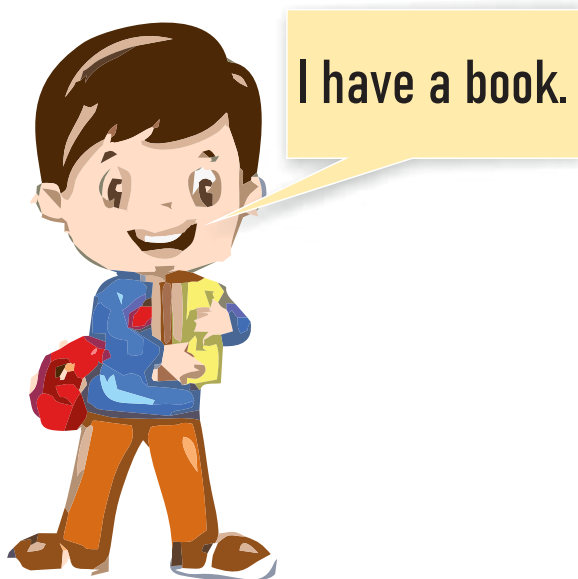
Teachers follow these actions-

- |       |                               |
|-------|-------------------------------|
| Big   | - spread the hands            |
| Small | - bring the palm together     |
| Tall  | - Put the hands over the head |
| Fast  | - Circle the fists fast       |
| Slow  | - Circle the fists slowly     |
| Yes   | - Move the head up and down   |
| No    | - Shake the first finger      |

GII-ECL1 - 3.1, 3.4(B), 3.8(A)



## Listen and Repeat



### Note-

- Ask the children to read the sentence in pair/share reading.
- Children will show different objects from their bags to others, saying "I have a ....."



## Read and Write Joining the Letters

म

न

मन

म

ग

न

म

न

र

म

ग

र

न

ग





र

### Note-

Help the children to decode the letters and read and write the word.



## Find the Game

Picture of the Game	Tick (✓) on the game you play.
<p>Kabaddi</p> 	
<p>Marble-play (Kancha)</p> 	
<p>Tipcat (Gilli-Danda)</p> 	
<p>Seven Stones (Pitthul)</p> 	

### Note-

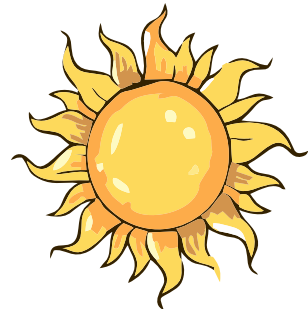
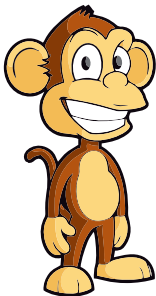
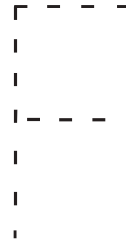
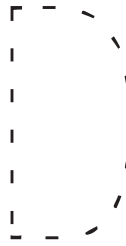
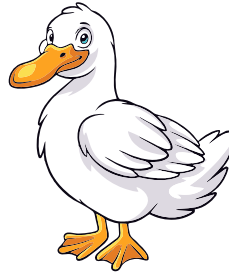
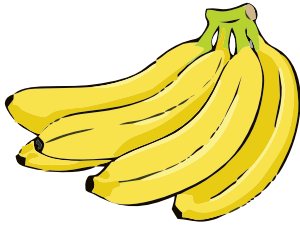
Let the children observe the pictures. Identify the game and put the tick ( ✓ ) mark on the game they play.

GII- ECL1- 3.8 (B)



## Speak and Trace

Let's say the name of each picture and trace the letter.



### Note-

Ask the children to identify the given pictures, tell the name and trace the letter given below.

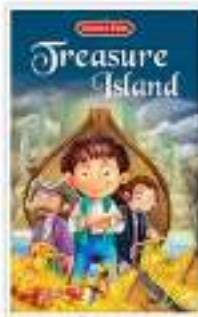
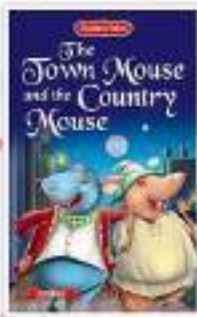
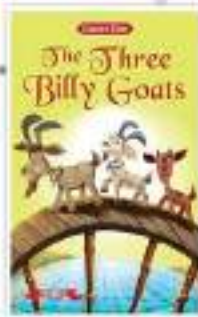
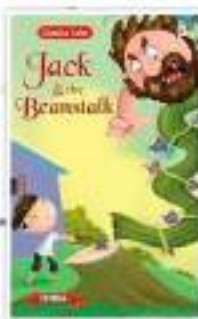
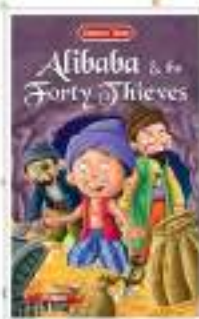
GII- ECL 1 - 3.5 (B)



## Write Your Name



Select the Story Book You Like-

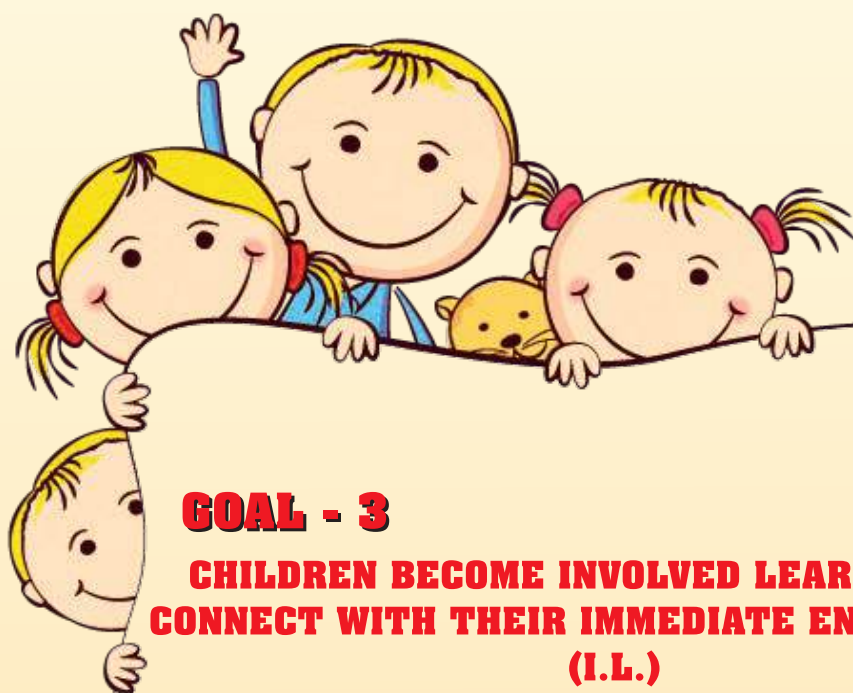


### Note-

By showing different kinds of story books, the teacher will ask the children to guess what the story is.

GII-ECL1- 3.2





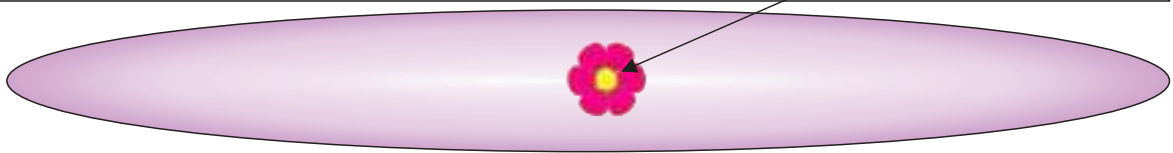
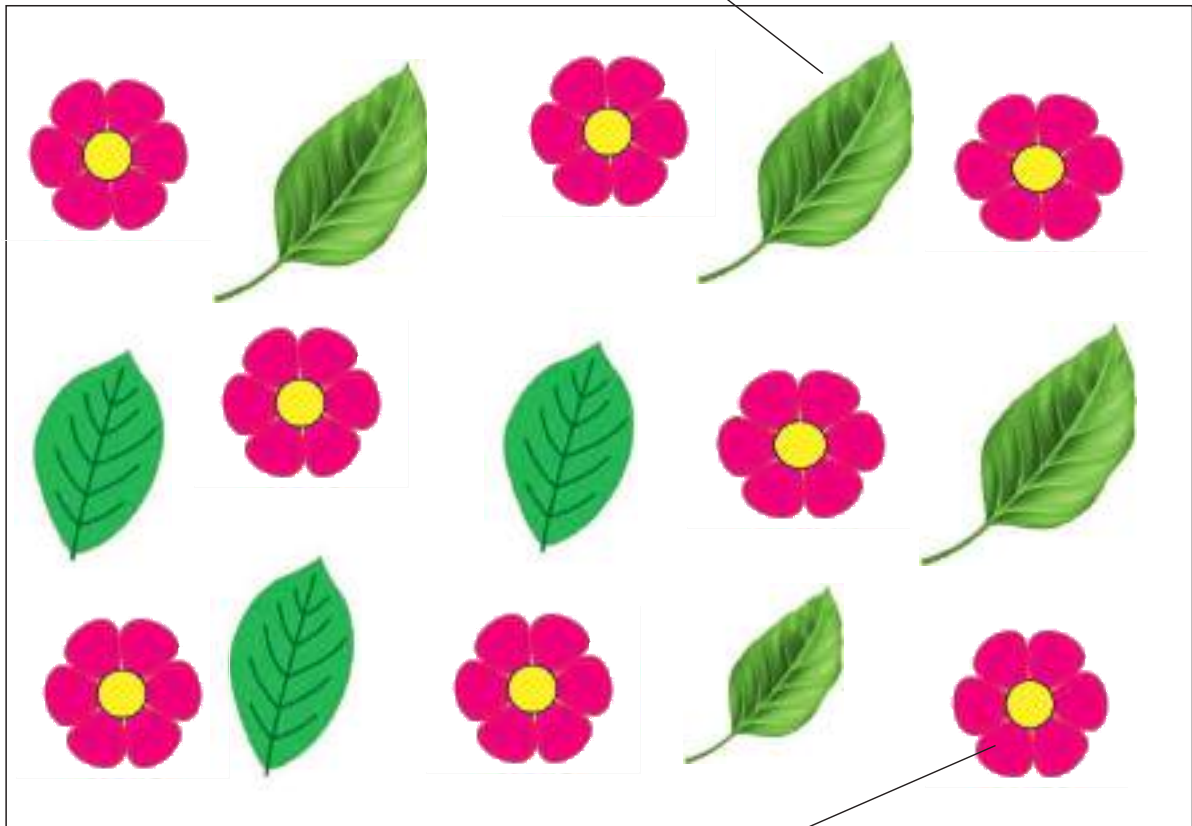
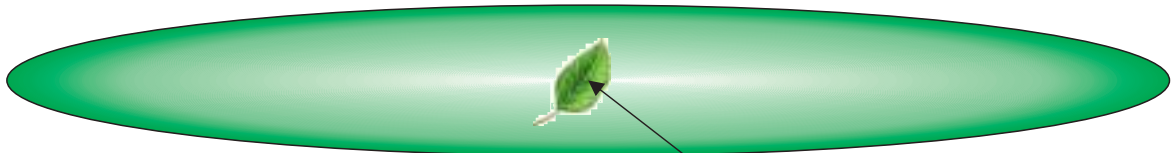
### **GOAL - 3**

**CHILDREN BECOME INVOLVED LEARNERS AND  
CONNECT WITH THEIR IMMEDIATE ENVIRONMENT  
(I.L.)**





Identify and group the objects



**Note-**

Using pencil, match the leaves with the leaf in the upper circle and match flowers with the flower in the lower circle.

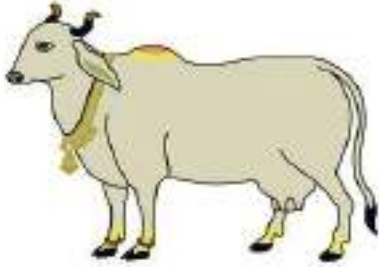
GIII-IL, 3.2





## Game of Hearing

Make the Sounds



**Cow**



**Cat**



**Dog**



**Pigeon**



**Crow**



**Cock**



**Tiger**



**Goat**

### Note-

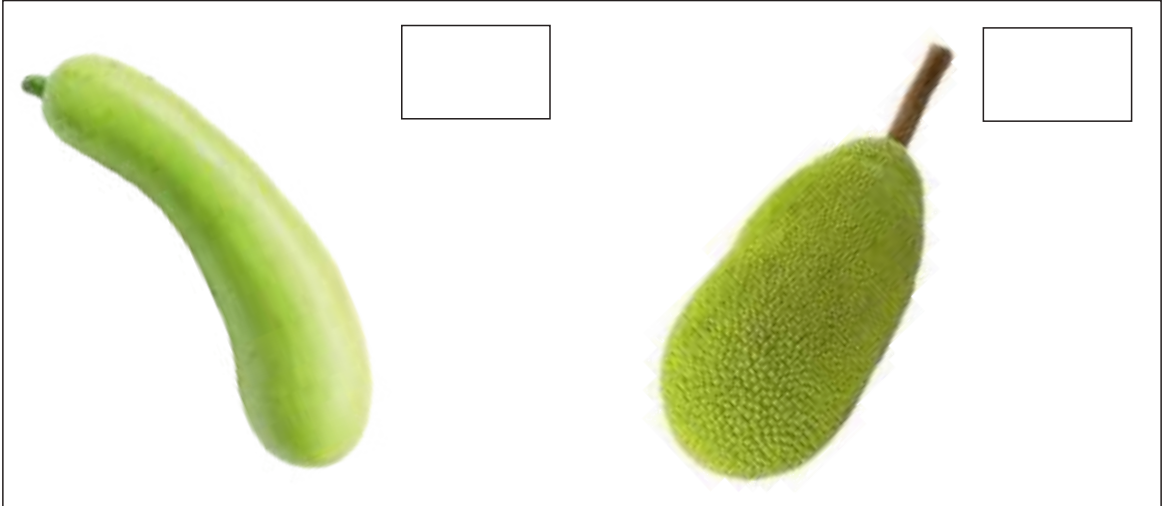
- Teacher makes the sound of different creatures and asks children to identify them.
- Ask each child to make sound of different creatures shown in the picture while others identify them.

GIII-IL, 3.2



## Rough or Smooth?

Tick ( ✓ ) the rough object.



Tick ( ✓ ) the smooth object.



### Note-

- Teacher may use original fruits / vegetables to talk about roughness and smoothness.
- Children use the suitable vocabulary while differentiating 'Rough' and 'Smooth' objects.

III-IL, 3.1 & 3.2





## Know the Taste



Make pairs of same taste.



Laddu



Tamarind (Imli)



Bitter gourd



Gulab jamun



Samosa



Neem Leaf



Lemon



Chips

### Note-

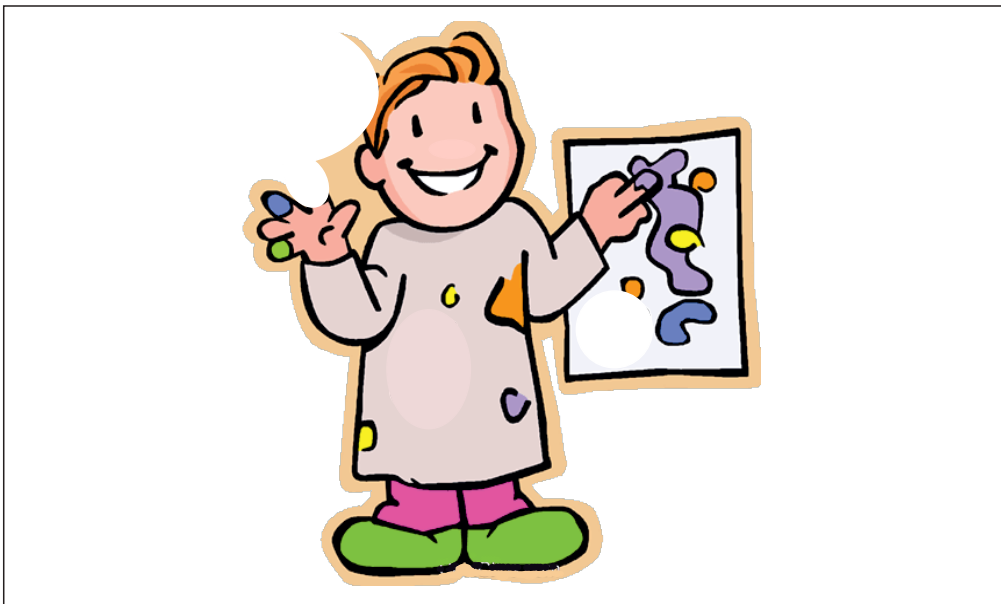
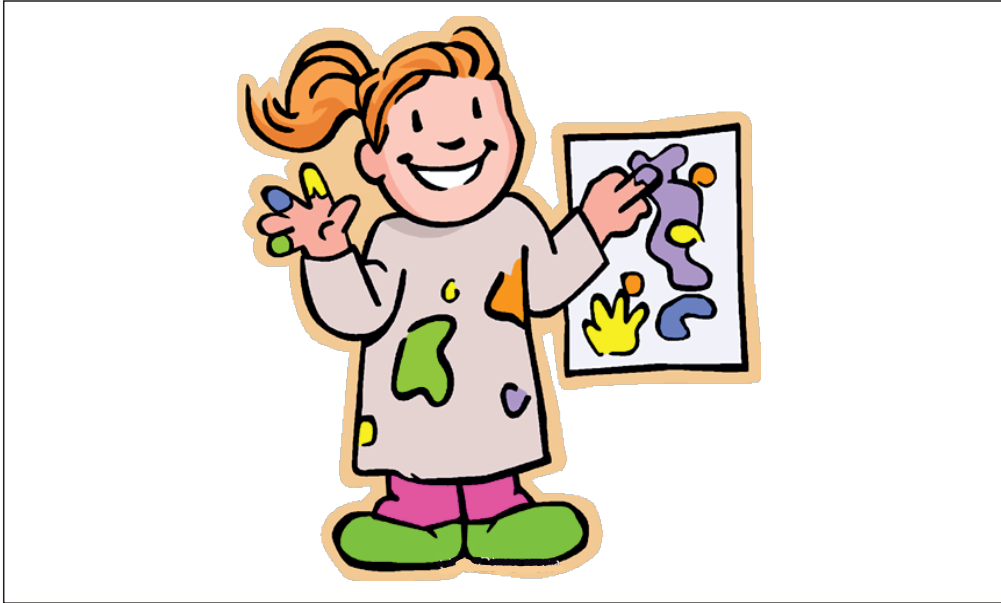
Ask the children to match things having similar taste. Teacher encourages children to talk about different tastes.

III-IL, 3.1



## Observe and Complete

Observe the first picture and complete the second one.



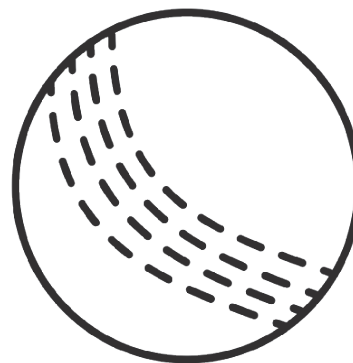
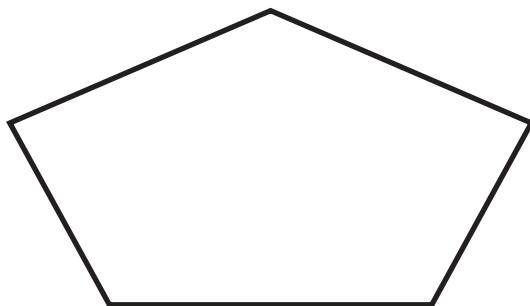
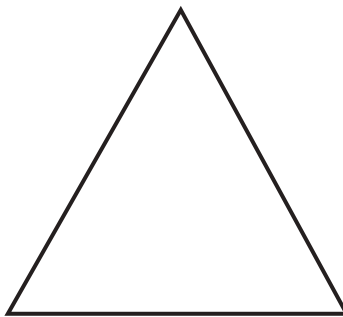
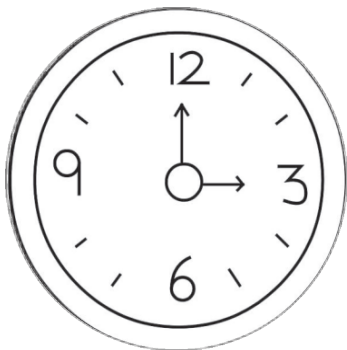
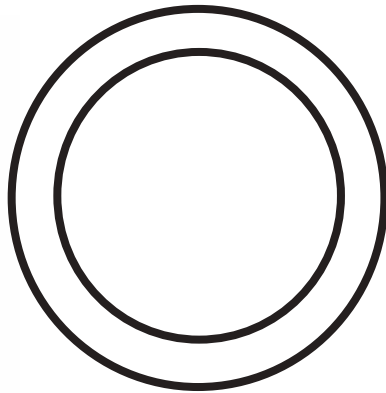
### Note-

Ask the children to observe the picture carefully and find the missing parts in the second picture. Let them complete the second picture by drawing the missing parts.



## Round - Round

Fill green colour in objects which are round in shape.



### Note-

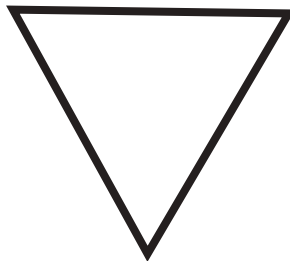
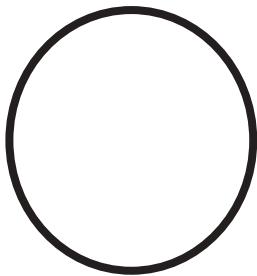
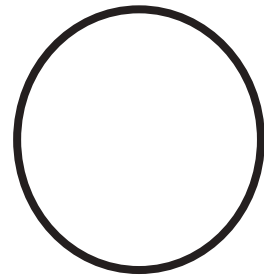
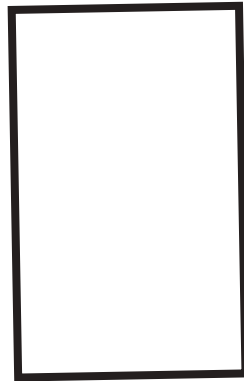
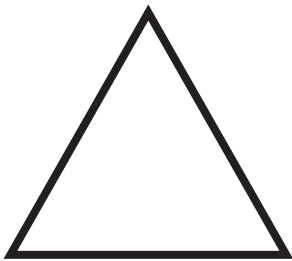
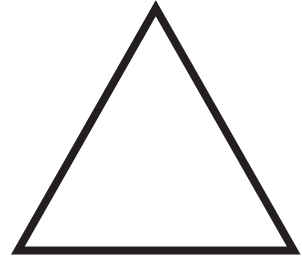
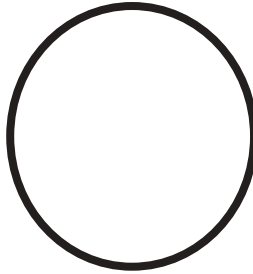
Teacher talks about round shape by showing round objects. She/he encourages children to identify pictures in round shape and fill them with green colour.

III-IL, 3.5



## Rectanlge

Fill red colour in objects which are rectangular in shape.



### Note-

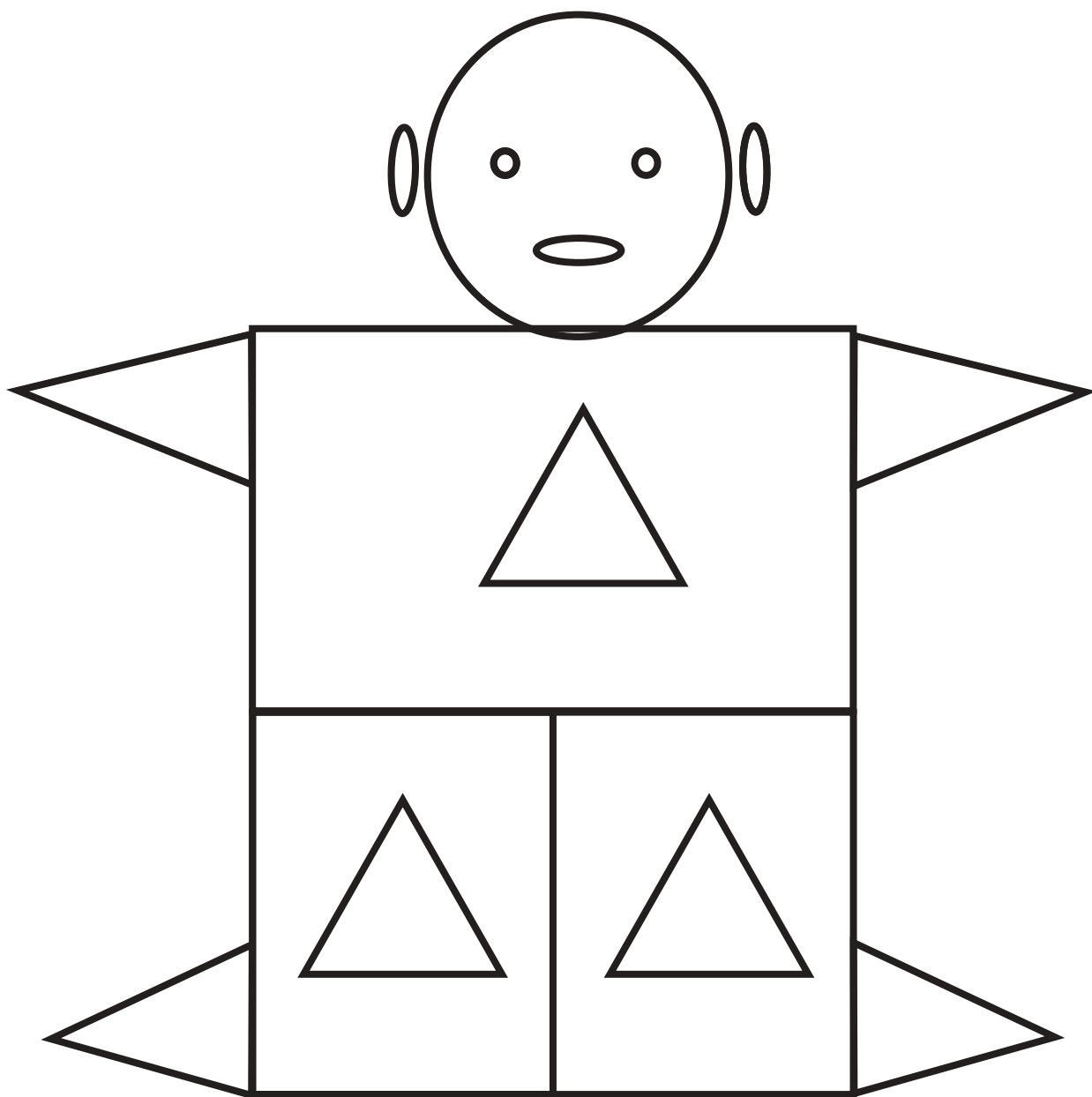
Let the children identify rectangles and colour them.

GIII-IL, 3.5



## Triangle

Fill blue colour in objects which are triangular in shape.



### Note-

Let the children observe the picture, identify triangles and colour them. Teacher may also ask to count the triangles.

GIII-IL, 3.5



## Big and Small

Tick (✓) the small box.

☐☐

Tick (✓) the big tree.

☐☐

Tick (✓) the big elephant.

☐☐

### Note-

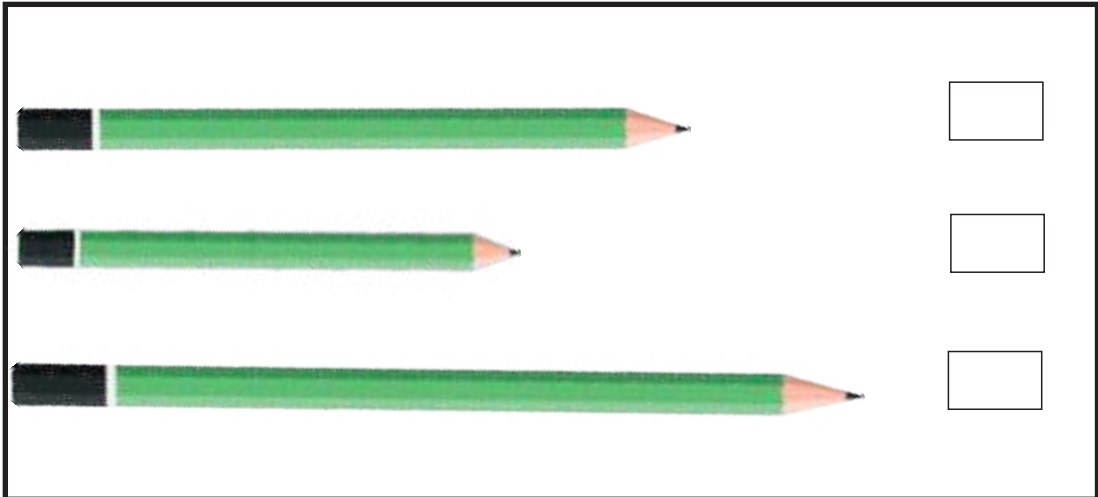
Ask the children to observe the pictures and compare them according to their size.

GIII-IL, 3.5



## Long and Short

Put the tick (✓) mark on the longest pencil.



Put the tick (✓) mark on the shortest piece of wood.



### Note-

Ask the children to observe the pictures and compare them according to their length. Tell them to tick mark the correct picture.

III-IL, 3.21



## Position of Different Objects

Tick (✓) the picture with bird outside the house.

☐

Tick (✓) the picture with ball under the table.

☐☐

Tick (✓) the picture with a child standing away from the tree.

☐☐

### Note-

While doing the activity, help the children to use the vocabulary like - Outside, Inside, Above, Below, Far, Near

GIII-IL, 3.5



## Maze

Help the bee to reach the flower.



### Note-

Ask the children to help the bee to reach the flower. They can trace the path by drawing a line.

GIIL-IL, 3.8(a)



## Compare Light and Heavy

Tick ( ✓ ) the heavy object.



Tick ( ✓ ) the light object.



### Note-

Ask the children to use the words 'Heavy' and 'Light'.



## Capacity

Put the tick mark (✓) on the object which can have more water.



Put the tick mark (✓) on the object which can have less water.



### Note-

The teacher may show different vessels before doing this activity.

III-IL, 3.23



## One to One Correspondence

Connect 1 to 1.



### Note-

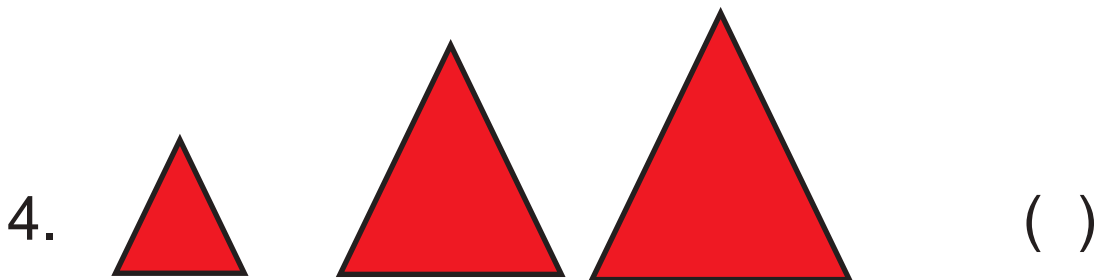
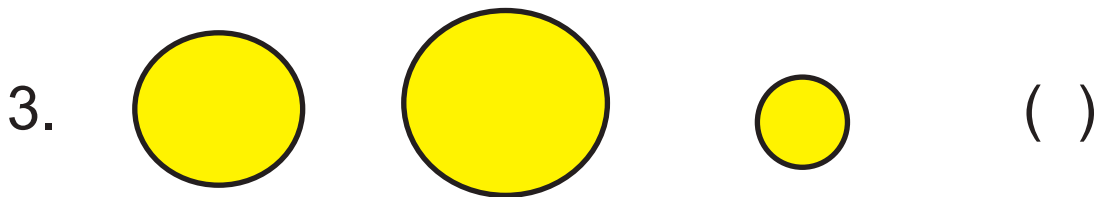
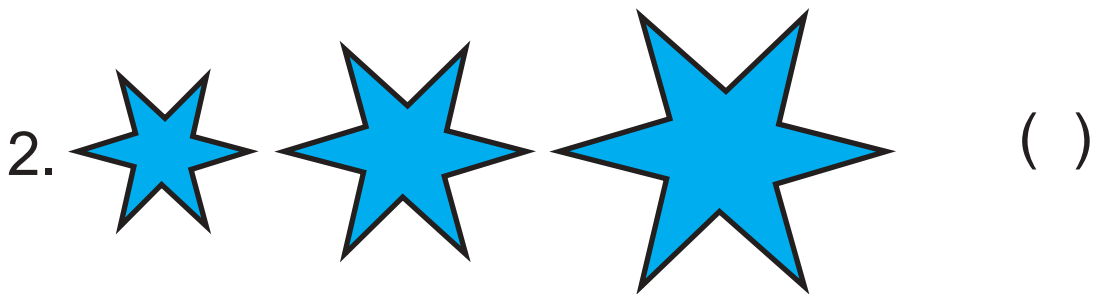
Ask the children to connect one bee with one flower by drawing lines.

III-IL, 3.4



## Arrangement in Correct Order

Put the tick mark (✓) for pictures arranged from small to big and cross (X) for pictures not arranged sequentially.



### Note-

Ask the children to observe the pictures to find the sequences having 'Small' to 'Big' order. Do this work with real objects too.

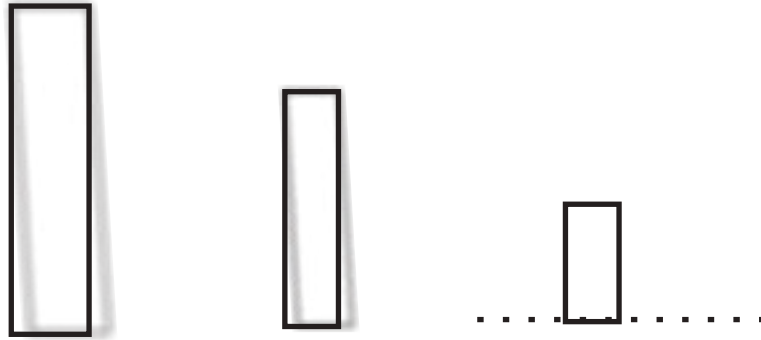
III-IL, 3.21 & 3.6



## Complete the Sequence

Complete the sequence.

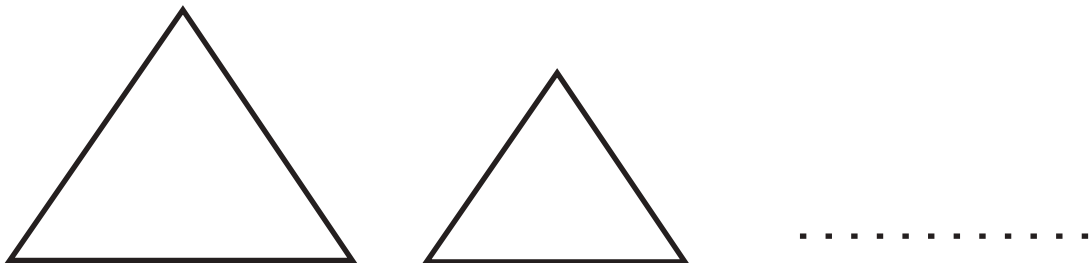
1



2



3



4



### Note-








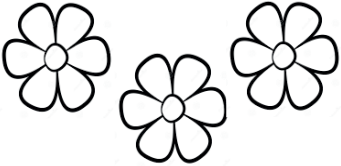

Ask the children to observe the pattern and draw the missing parts.

III-IL, 3.21



## Draw Equal Number of Objects

Make equal number of pictures.

 Tomato	→	
 Ball	→	
 Cloud	→	
 Orange	→	
 Flower	→	

### Note-

Ask the children to count the objects in the left box and draw equal number of pictures in the right box.

III-IL, 3.9



## Pattern

Complete the pattern.



### Note-

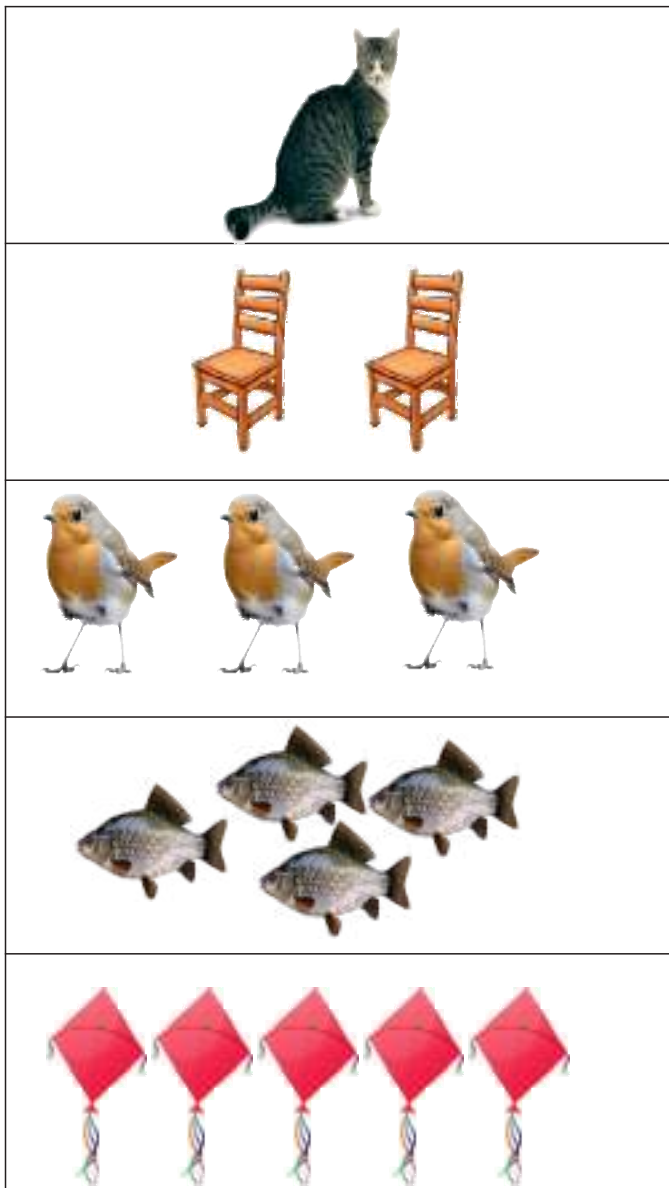
Ask the children to observe the patterns and fill in the missing parts.

III-IL, 3.6



## Count the Objects and Draw Boxes

Make boxes according to the number of objects given in the pictures.



A vertical column of five rectangular boxes, aligned with the boxes on the left. The top box contains a small, solid grey square. The other four boxes are empty, intended for drawing.

### Note-

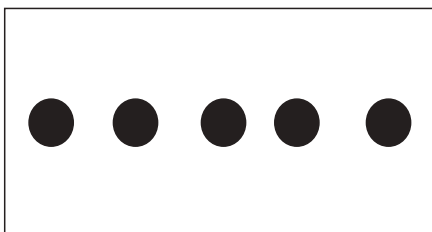
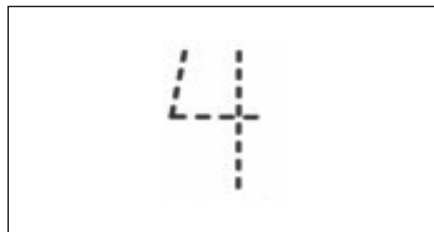
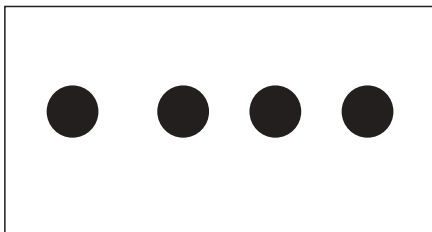
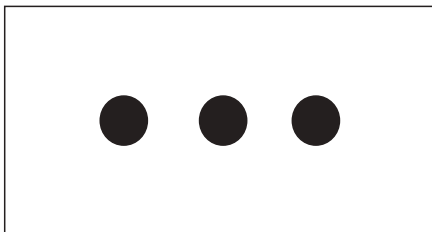
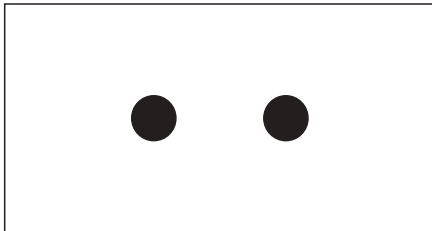
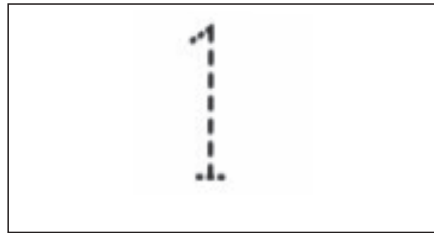
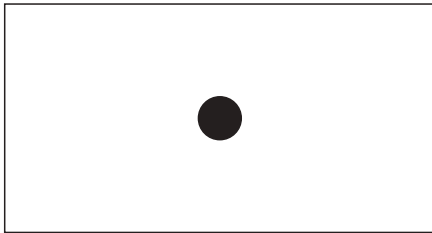
Ask the children to count the number of objects in the pictures and draw equal number of boxes in the adjacent boxes.

III-IL, 3.10



## Counting and Tracing

Match the dots.



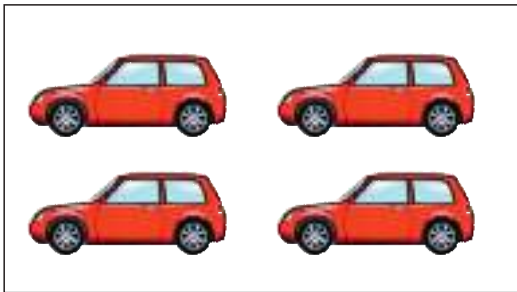
**Note-**

Ask the children to count the dots in each box and join the dots.

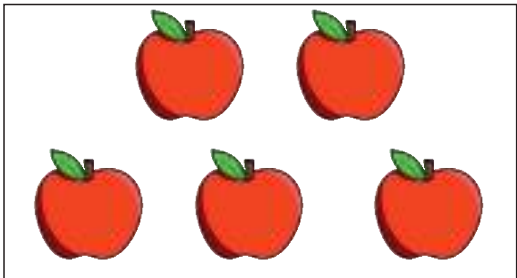


## Number Identification

Count the pictures and match with numbers.



1



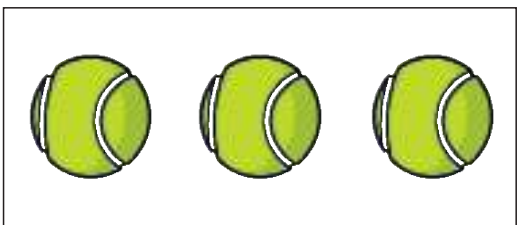
2



3



4



5

### Note-





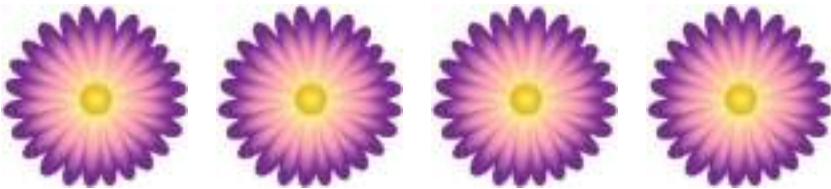
Ask the children to count the objects and match them with the numbers.

GIIL-IL, 3.11



## Count and Write

Count the picture and write the number.




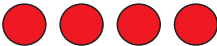


### Note-

Ask the children to count and write the number of objects in their respective boxes.

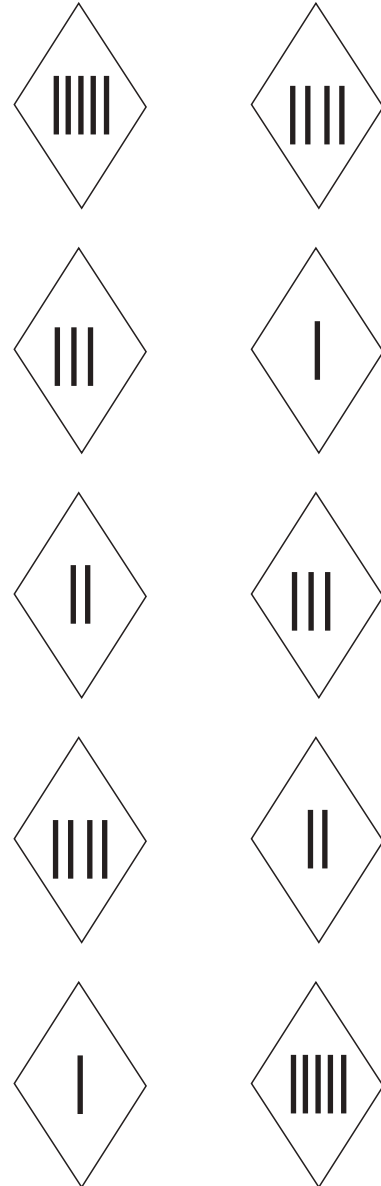


## Make Picture and Match

(1) Make equal numbers of dots

(2) Match the pictures



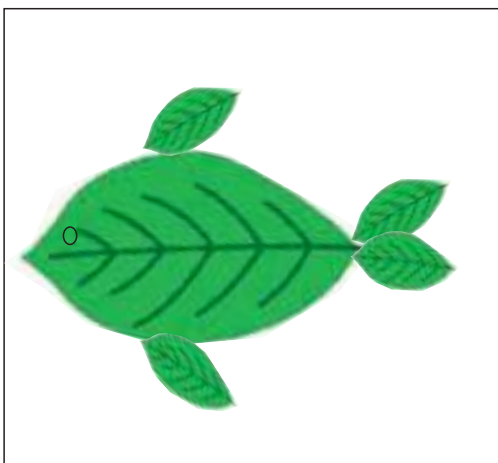
### Note-

- Ask the children to make equal number of dots in the blank spaces.
- Ask the children to match similar pictures by counting the lines.

III-IL, 3.6



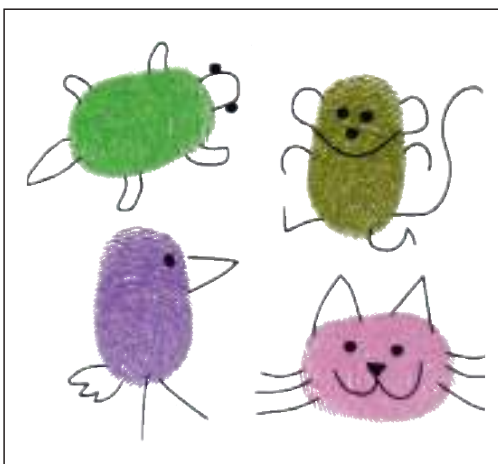
## Making Pattern of Leaves and Thumb Prints



1. Make fish using leaves.



2. Make picture with thumb prints.



3. Make similar pictures.

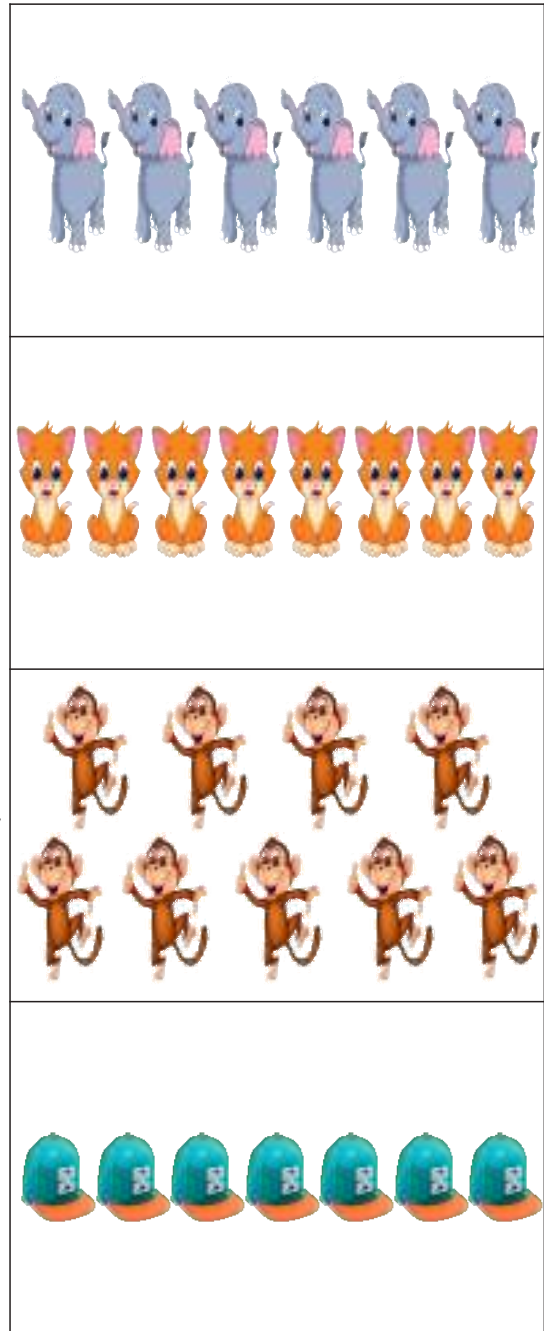
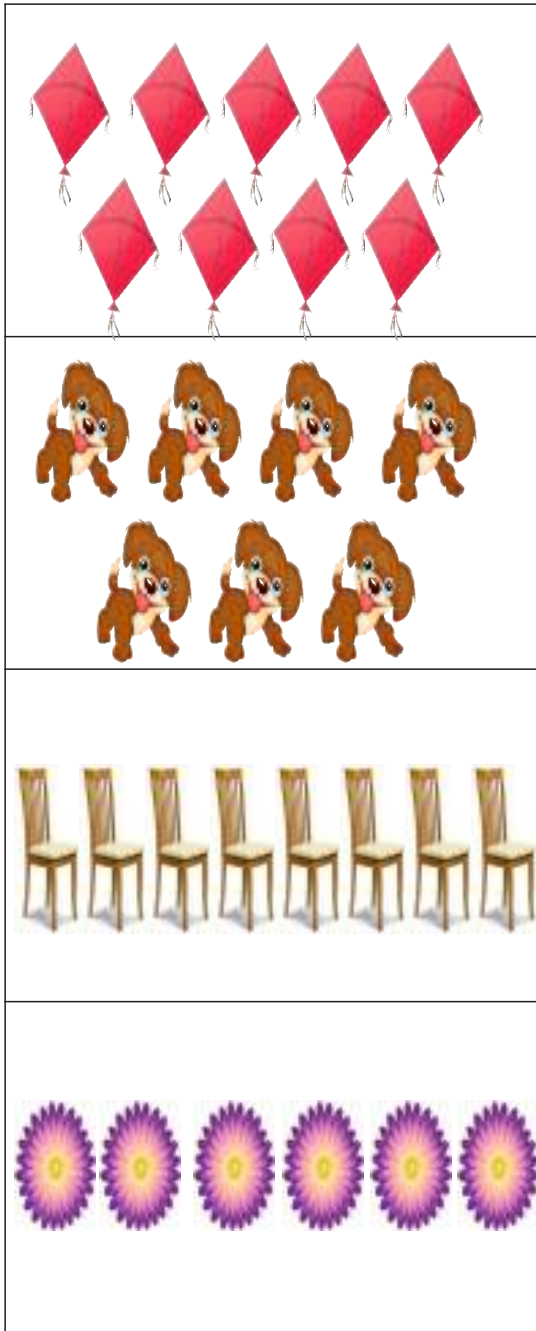
### Note-

Ask the children to make pictures with the help of leaves and thumb prints.



## Matching

Count and match.



### Note-

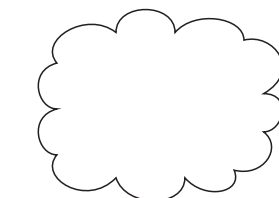
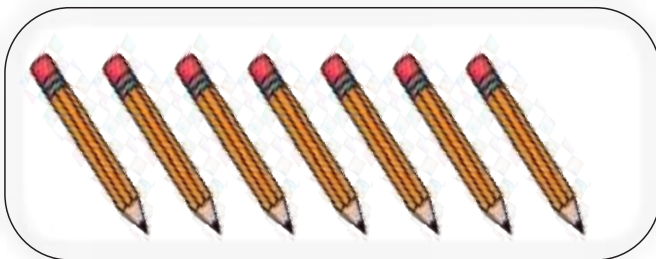
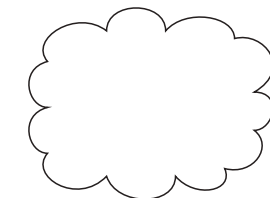
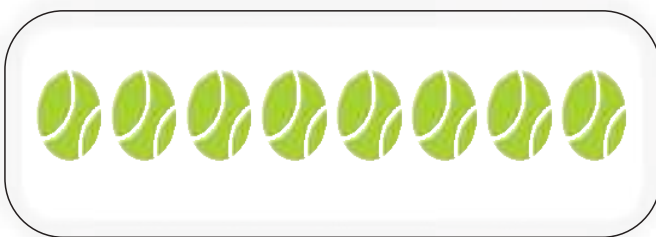
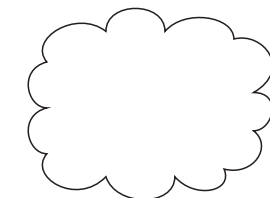
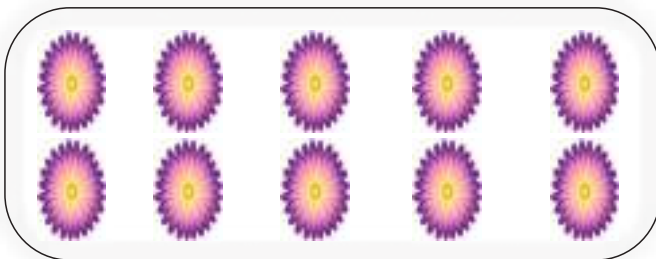
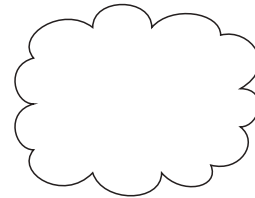
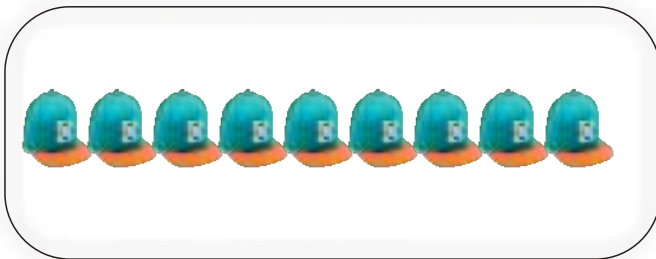
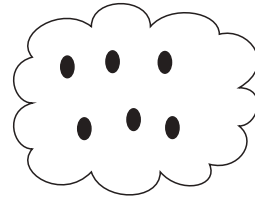
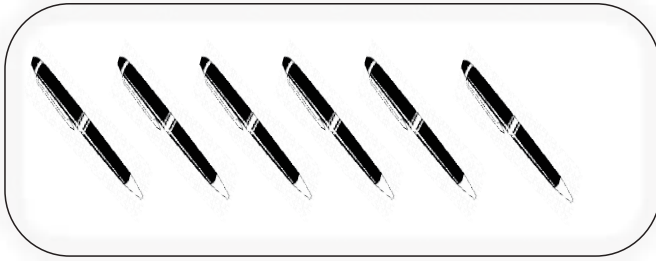
Ask the children to count the objects in each box and match the boxes with equal number of objects.

III-IL, 3.13



## Making Dots according to the Picture

Make dots equal to the number of pictures.

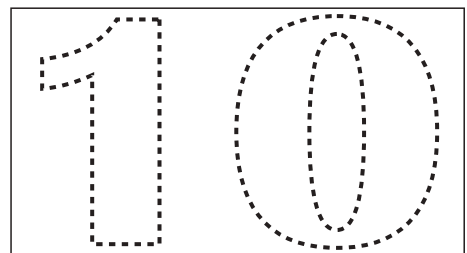
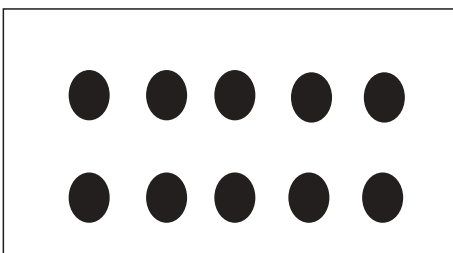
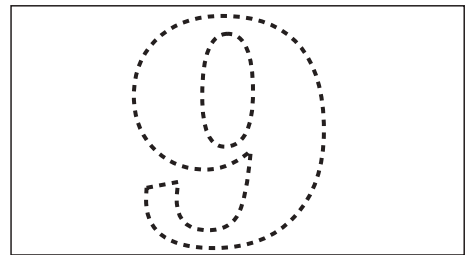
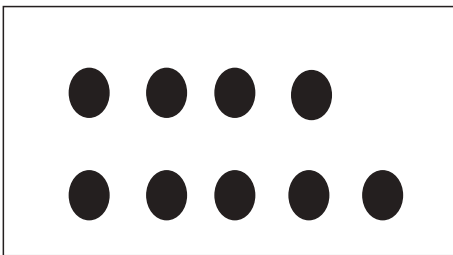
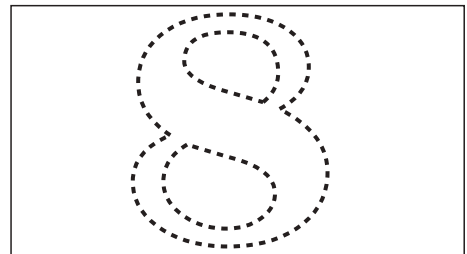
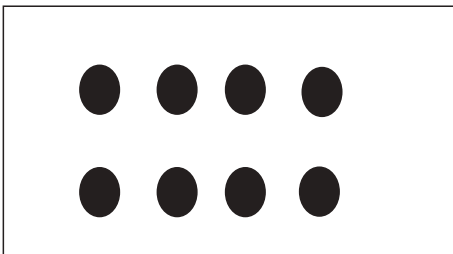
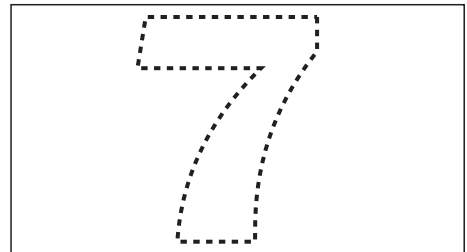
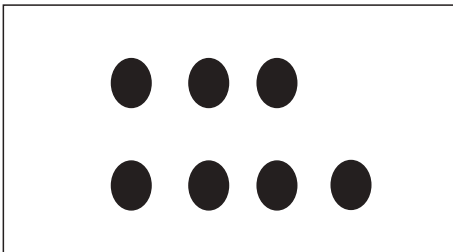
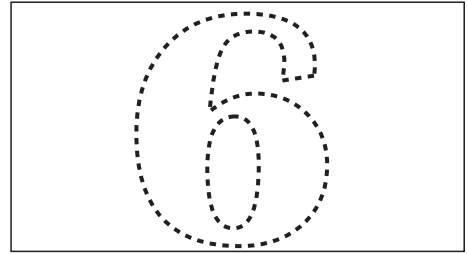
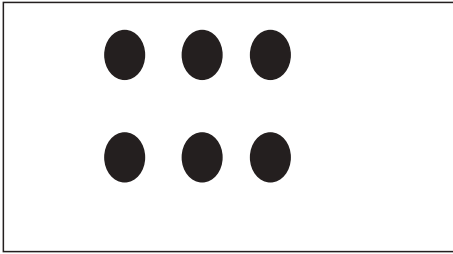


### Note-

Ask the children to count objects in each box and make equal number of dots.



## Counting and Tracing



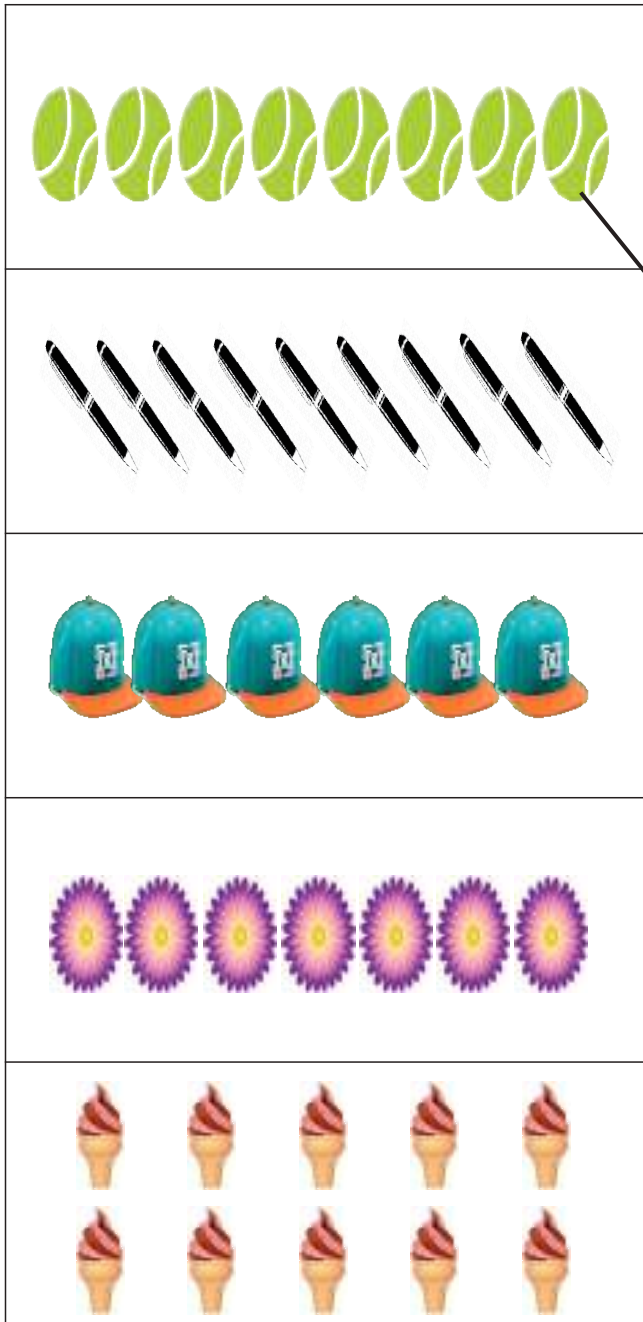
### Note-

Ask the children to count the dots in each box. Children may trace over the numbers and also colour them.

GIII-IL, 3.11



## Match the pairs of Objects and Numbers



6

7

8

9

10

### Note-

Ask the children to count and match the object with the correct number.

III-IL, 3.11



## Whole & Half

Colour the box green where the object is whole. Colour the box red where object is half.

☐☐☐☐☐☐☐☐

### Note-

- The teacher will explain the concept of whole and half.
- Ask the children to observe the pictures.
- Ask them to identify which object is whole/half in the given pairs.

III-IL, 3.26



## Number Identification

Count the objects and match with numbers.

The image contains the following objects in circles:

- Top center: 5 blue birds
- Top right: 5 purple eggplants
- Middle left: 3 green tennis balls (with an arrow pointing to the number 3)
- Middle right: 6 green leaves
- Bottom left: 2 ice cream cones
- Bottom center: 6 green mugs
- Bottom right: 8 brown rolling pins
- Far right (middle): 8 grey mice

Central numbers (in green cloud shapes):

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

### Note-





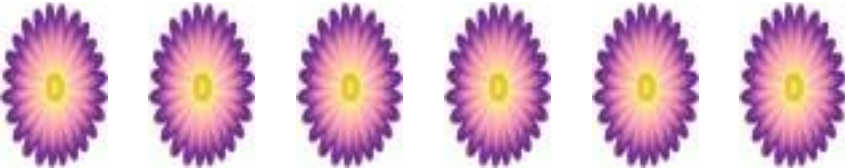
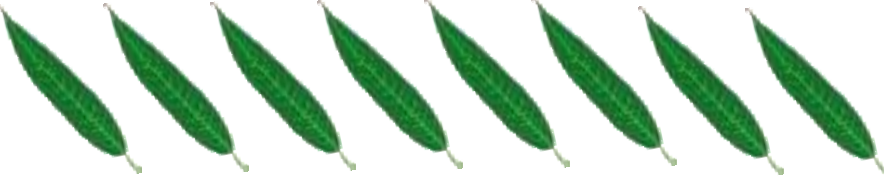
Ask the children to count the number of objects in each circle and match them with the correct number.

III-IL, 3.6



## Writing the Numbers

Count and Write.

**Note-**

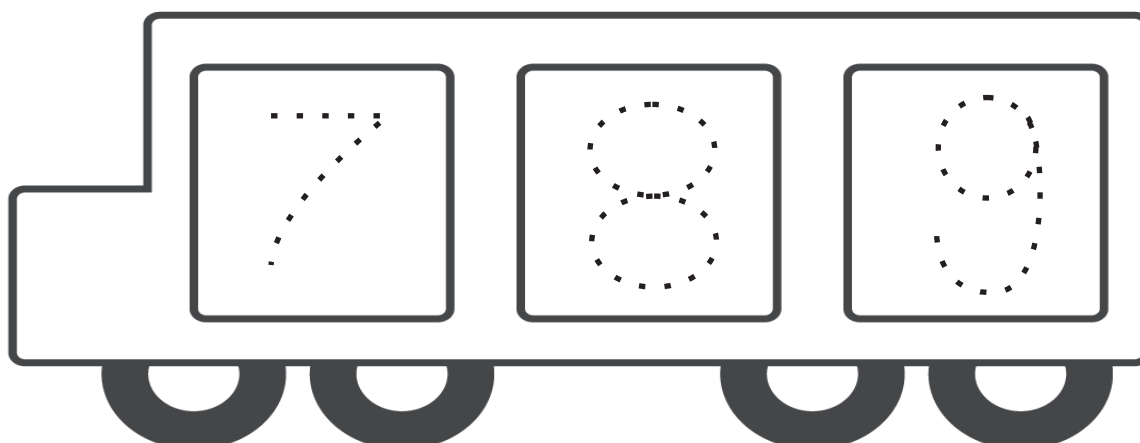
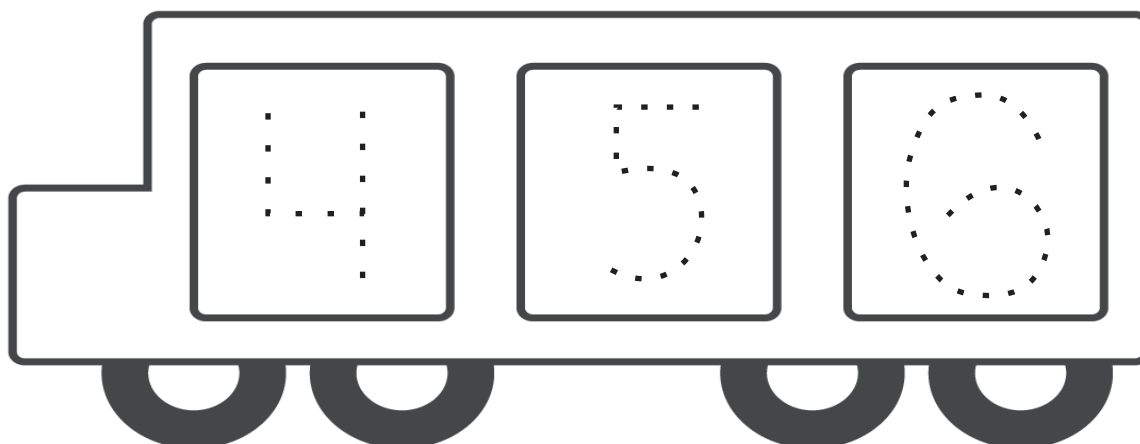
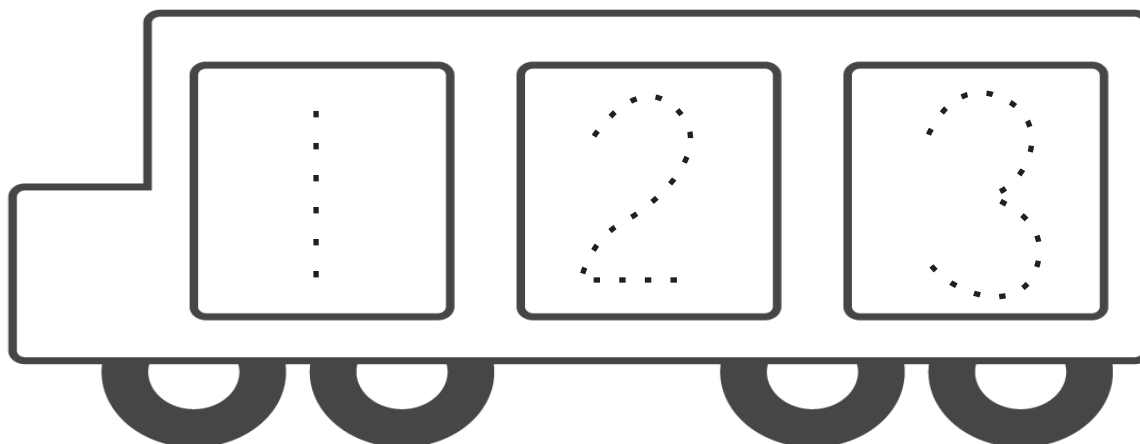
Ask the children to count the objects and write the correct number in the given box.

GIII-IL, 3.11



## Joining the Dots and Reading the Number

Join the dots.



### Note-

Ask the children to trace along the dots and identify the numbers.

GIII-IL, 3.11



## Add

Add the given objects and write the number.



and



-----Balls



and



-----Rats



and



-----Spoons



and



-----Flowers

### Note-

Ask the children to observe the number of objects. Add one (object) to initial set of the objects and write the correct number.

III-IL, 3.14



## Remove One

Remove one object and write the number.



3



### Note-

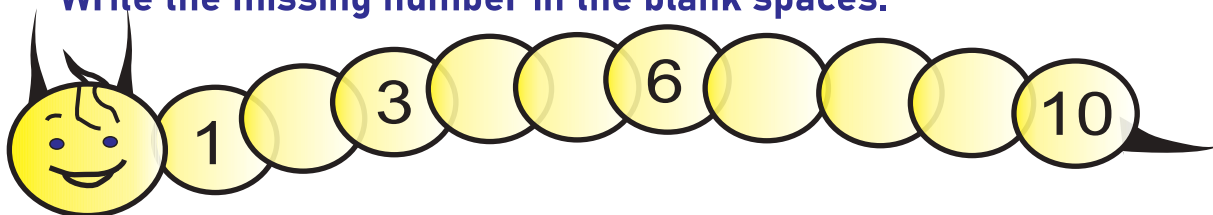
Ask the children to observe the number of objects. Subtract one (object) from the initial set of the objects and write the correct number.

III-IL, 3.15

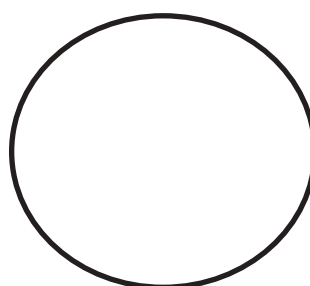
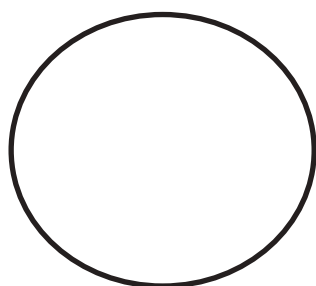


## After and Before Number

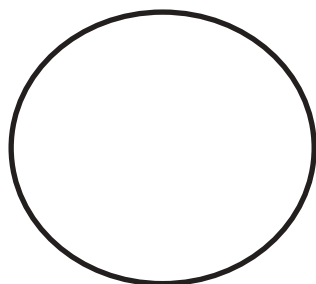
Write the missing number in the blank spaces.



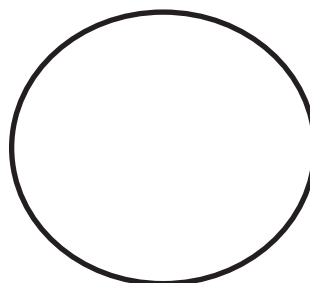
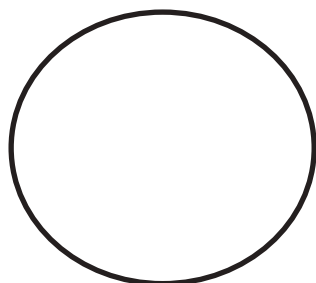
What numbers come before and after 5?



What number comes before 6?



What numbers come before and after 7?



### Note-

The teacher will explain the concept of before and after number and ask the children to write according to the given number.

III-IL, 3.13



## Concept of Big and Small Number

### Smaller or Bigger

1. Put the tick mark (✓) on bigger number.

9 or 8

1 or 2

6 or 7

2 or 3

2. Put the tick mark (✓) on smaller number.

2 or 1

3 or 4

6 or 5

8 or 7

#### Note-

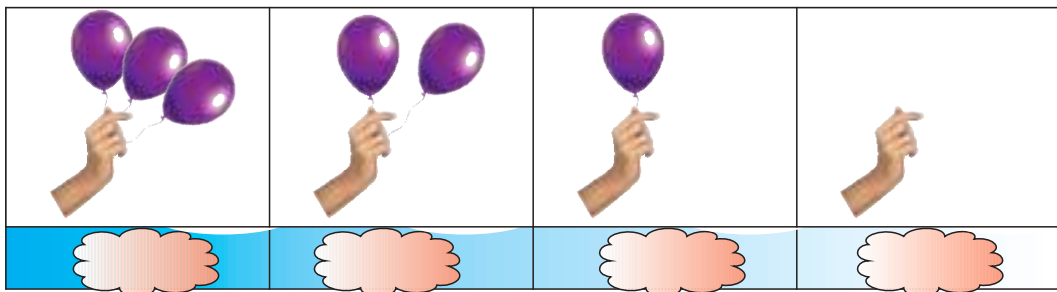
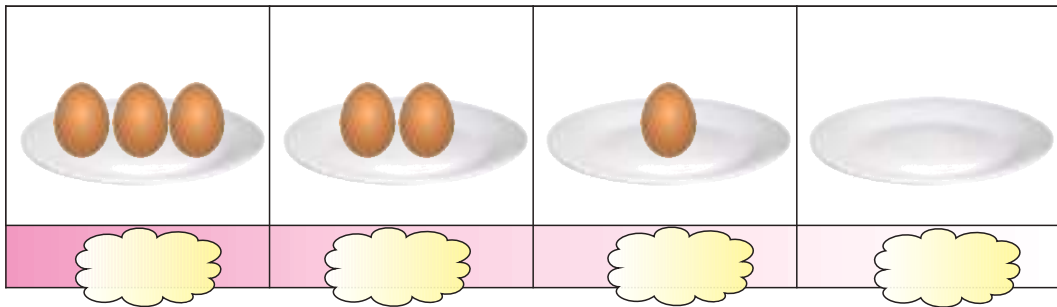
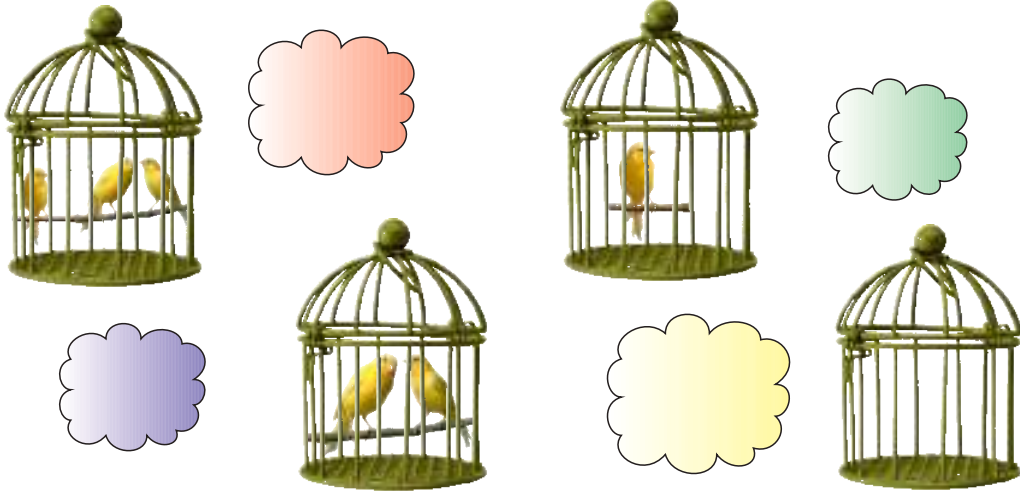
- The teacher will explain the concept of smaller and bigger number.
- The children will compare the given number and place (✓) accordingly.

III-IL, 3.13



## Count and Write

Count and write the number.



### Note-

Ask the children to count the number of the given objects and write.

GIII-IL, 3.12







# First Month

Name: \_\_\_\_\_ Father's Name: \_\_\_\_\_

## Height and Weight Measurement

Weight (kg): \_\_\_\_\_ Height (cm) : \_\_\_\_\_

## Personal Cleanliness (Neat or Needs Improvement)

**Clothes:** Neat / Needs Improvement

**Nails:** Neat / Needs Improvement

**Eyes:** Neat / Needs Improvement

**Nose:** Neat / Needs Improvement

**Teeth:** Neat / Needs Improvement

**Ears:** Neat / Needs Improvement

**Hair:** Neat / Needs Improvement

Adjustment and Following Routine/ Rules	Rarely	Sometimes	Always
Comes to school happily			
Greet teachers and peers			
Takes care of own and other's belongings			
Shares material with other children			
Helps others			
Cares for others and the environment			
Waits for one's turn			
Participates actively in group activities			
Enjoys playing with objects and with peers			
Express their emotions			
Takes initiatives during activities			
Involves self in dance			
Follows the rules of the game and routine			
Follows simple instructions			
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do
Involves self in sand and water play.			
Balances body (walks forward and backward on curved or zig-zag line)			
Runs slow and fast according to the need			
Throws and catches the ball with two hands			
Jumps over the hurdles			
Participation in Art Activities for Creative; Aesthetic and Fine Motor Development	Needs help	Can do with difficulty	Can do
Make curves in the sand			
Print stamps with ease			
Strings beads according to the colour and sequence			
Does freehand drawing with ease			
Does tearing and pasting			
Does clay or dough moulding			



<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do</b>
Shows curiosity and vigor to explore things in the environment			
Identifies objects using senses (touch, smell, taste, sight and sound)			
Matches objects with one attribute (shape/colour/size)			
Finds differences by comparing two pictures			
Matches, identifies, names and sorts basic colours			
Demonstrates understanding of part and whole relationship			
Understands the concept of empty and full			
<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Talks freely with adults and children			
Expresses feelings, needs and shows interest (through verbal and non-verbal gestures)			
Speaks clearly in complete sentences			
Listen attentively to stories and rhymes			
Enjoys singing rhymes and songs			
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Explores and engages with pictures, books and other print material			
Listens attentively to stories and rhymes			
Names objects in the picture			
Identifies words in a sentence			
Identifies rhyming words			
<b>Demonstration of Emergent Writing Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Holds pencil properly			
Does tracing on sand and air, etc.			
Scribbles or draws to represent thoughts, situations, events, etc.			

### Uniqueness of the Child

Special interests: \_\_\_\_\_ Talents of the child: \_\_\_\_\_  
 Strengths: \_\_\_\_\_ Attendance: Regular: Yes / No Punctual: Yes / No  
 General remarks: \_\_\_\_\_

Signature of the Teacher with Date: \_\_\_\_\_

Signature of the Headmaster with Date: \_\_\_\_\_

Signature of the Parent(s) with Date: \_\_\_\_\_



## Second Month

**Name:** \_\_\_\_\_ **Father's Name:** \_\_\_\_\_

### Height and Weight Measurement

**Weight (kg):** \_\_\_\_\_ **Height (cm) :** \_\_\_\_\_

### Personal Cleanliness (Neat or Needs Improvement)

**Clothes:** Neat / Needs Improvement

**Nails:** Neat / Needs Improvement

**Teeth:** Neat / Needs Improvement

**Eyes:** Neat / Needs Improvement

**Ears:** Neat / Needs Improvement

**Nose:** Neat / Needs Improvement

**Hair:** Neat / Needs Improvement

Adjustment and Following Routine/Rules	Rarely	Sometimes	Always
Maintains proper health and hygiene			
Follows healthy food habits			
Follows healthy hygienic habits			
Participates actively in group activities			
Takes initiatives during activities			
Expresses feelings appropriate to the situation			
Identifies other's emotions as well as emotions in stories and pictures			
Explores social relationships with others			
Follows rules of the game			
Follows rules of classroom behaviour and routine			
Follows multiple instructions			
Demonstrates independence in carrying out classroom responsibilities and activities			
Shows increased attention span and persistence to complete the task			
Involves self in dance and drama			
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do with ease
Throws a ball in a particular direction			
Catches a ball from a short distance			
Involves self in sand and water play activities			
Kicks a ball towards a target or direction			
Shows agility in Yoga stretching exercises and dance			
Hops forward and backward			
Crawls with ease			



<b>Participation in Art Activities for Creative/Aesthetic and Fine Motor Development</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Does simple origami or paper folding			
Crumples and pastes			
Draws with finer details			
Colours within smaller spaces			
Paints with thick brushes			
Does printing using fingers and blocks, etc.			
Does printing with a variety of objects			
Makes basic shapes with clay or dough			
<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Compares length of different objects			
Observes/explores simple natural phenomena with guidance			
Sorts objects based on more than one attribute (shape/colour/size)			
Arranges objects in order (size—length/height)			
Identifies and completes the pattern (AA,BB/AB,AB)			
Recognises and names shapes (circle, square, triangle, rectangle)			
Solves complex mazes with 2 to 4 barriers			
Identifies mistakes or missing parts if a part is hidden			
Arranges objects in order based on size (length and height)			
Does simple non-standard measurement activities, independently			
Uses vocabulary such as shorter, taller, bigger, smaller, heavier and lighter			
Expresses social relationship with others			
Express feelings appropriate to the situation			
Speaks about events, friends and festivals, etc.			
Identifies texture using tactile sense			
Identifies and solves problems			



<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Comprehends short texts by listening			
Describes and retells any event or visual in short sentences			
Identifies, blends and segments syllables			
Identifies beginning and end sounds of common words			
Expresses creatively			
Enjoys singing rhymes and songs			
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Identifies rhyming words			
Recognises sound-symbol association			
Attempts to read words			
Identifies conventions of print such as left-to-right writing, reading from top-to-bottom			
<b>Demonstration of Emergent Writing Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Holds writing or colouring tools with better grip			
Uses writing tool appropriately			
Reads one's drawing and explains it using simple words			

### **Uniqueness of the Child**

Special interests: \_\_\_\_\_

Talents of the child: \_\_\_\_\_

Strengths: \_\_\_\_\_

Attendance: Regular: Yes / No

Punctual: Yes / No

General remarks: \_\_\_\_\_

Signature of the Teacher with Date: \_\_\_\_\_

Signature of the Headmaster with Date: \_\_\_\_\_

Signature of the Parent(s) with Date: \_\_\_\_\_



## Third Month

**Name:** \_\_\_\_\_ **Father's Name:** \_\_\_\_\_

### Height and Weight Measurement

**Weight (kg):** \_\_\_\_\_ **Height (cm) :** \_\_\_\_\_

### Personal Cleanliness (Neat or Needs Improvement)

**Clothes:** Neat / Needs Improvement

**Nails:** Neat / Needs Improvement

**Eyes:** Neat / Needs Improvement

**Nose:** Neat / Needs Improvement

**Teeth:** Neat / Needs Improvement

**Ears:** Neat / Needs Improvement

**Hair:** Neat / Needs Improvement

Adjustment and Following Routine and Rules	Rarely	Sometimes	Always
Demonstrates understanding of good touch and bad touch			
Tries to build social relationships with others			
Participates in activities			
Suggests solutions to problems and makes adjustments			
Identifies between right and wrong			
Discusses ways to resolve conflicts			
Helps adults, teachers or children in the school			
Shows sensitivity towards other's feelings and needs especially, children with special needs			
Demonstrates fraternity and team spirit by sharing one's material			
Follows multiple instructions			
Arrange things in place			
Cares for plants and animals			
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do
Aims at a target with a ball			
Catches ball			
Hops on the spot or participates in a hopping race			
Climbs stairs and rope confidently			
Participates in games, dance and yoga activities			
Kicks a ball towards a target			
Pushes tyres and barrels			
Bounces a ball with ease			
Shows agility in yoga, stretching exercise and dance			



<b>Participation in Art Activities for Creative or Aesthetic and Fine Motor Development</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Draws simple pictures			
Colors the picture within lines			
Traces object properly			
Cuts pictures using scissors and pastes them			
Does fingertip printing			
Joins dots and colours the picture			
Makes a collage			
Makes different patterns using strings or laces, etc.			
<b>Demonstration of Numeracy Skills and Environmental Awareness</b>	<b>Needs help</b>	<b>Can do with difficulty</b>	<b>Can do with ease</b>
Observes, explores and describes simple natural phenomena			
Recites 1 to 10 in a sequence when asked			
Demonstrates understanding of increase in numbers from 1 to 10			
Counts forward from a number (up to 10)			
Determines quantity as more or less when grouped			
Forms shapes of numerals using material, such as buttons, beans, etc.			
Writes numerals from 1 to 10			
Extends and creates a pattern			
Solves complex mazes or puzzles			
Thinks and arranges objects and events in a sequence and narrates the same			
Actively participate in experiments			
Observes/explores simple natural phenomena with guidance			
Able to participate actively in festivals.			
Understand parts of a plant and what elements are required for its growth.			
Able to recognise fruits and vegetables by colour, texture and taste.			
Able to differentiate between domestic and wild animals.			
Understand the physical changes during day and night.			



<b>Demonstration of Oral Expression</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Comprehends and answers after listening			
Describes and retells using rich details in complete sentences			
Engages in meaningful conversations			
Identifies the beginning, middle and end sounds of words			
Makes new words by adding or substituting syllables			
Expresses answers or asks questions creatively			
<b>Demonstration of Emergent Reading Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Identifies punctuation marks like full stop and commas in the print			
Independently reads simple text in full sentences			
Retells a familiar story with the beginning, middle and end events in a sequence			
Chooses books from the book or reading area			
Comprehends pictures and meaningful words			
<b>Demonstration of Emergent Writing Skills</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Always</b>
Tries to express ideas in words and drawings			
Attempts to write alphabets and numbers			
Uses tools with ease to convey meaning through drawing			

### **Uniqueness of the Child**

Special interests: \_\_\_\_\_

Talents of the child: \_\_\_\_\_

Strengths: \_\_\_\_\_

Attendance: Regular: Yes / No

Punctual: Yes / No

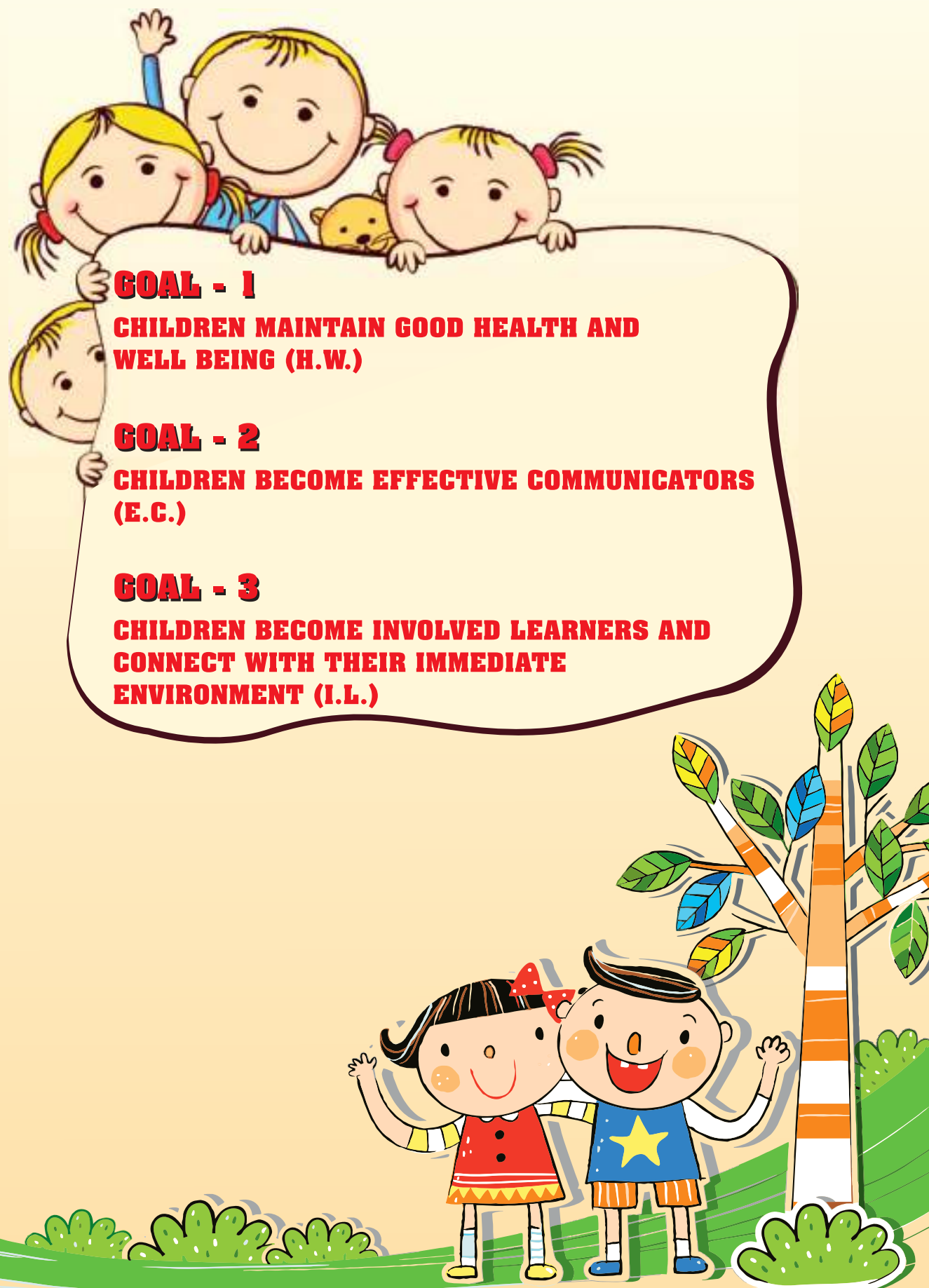
General remarks: \_\_\_\_\_

Signature of the Teacher with Date: \_\_\_\_\_

Signature of the Headmaster with Date: \_\_\_\_\_

Signature of the Parent(s) with Date: \_\_\_\_\_





## देश हमारा सबसे प्यारा



### राष्ट्रगान

जनगणमन—अधिनायक जय हे,  
भारत—भाग्य—विधाता!  
पंजाब, सिन्धु, गुजरात, मराठा,  
द्राविड़, उत्कल, बंग,  
विंध्य, हिमाचल, यमुना, गंगा,  
उच्छल जलधि—तरंग!  
तव शुभ नामे जागे,  
तव शुभ आशिष माँगे,  
गाहे तव जयगाथा।  
जनगण मंगलदायक जय हे,  
भारत—भाग्य—विधाता।  
जय हे! जय हे! जय हे!  
जय जय जय, जय हे!

हर देश का अपना एक विशिष्ट झंडा और राष्ट्रगान होता है। 'तिरंगा झंडा' भारतवर्ष का राष्ट्रध्वज है और 'जनगणमन' राष्ट्रगान। राष्ट्रध्वज में ऊपर की पट्टी केसरिया रंग की और नीचे की हरे रंग की होती है। बीच की सफेद पट्टी के बीचों बीच 24 शलाकाओं का नीले गहरा रंग में गोल-चक्र होता है। केसरिया रंग त्याग का, सफेद शांति का और हरा रंग प्रकृति की सुंदरता का प्रतीक है। चक्र का स्वरूप अशोक की सारनाथ-स्थित सिंहमुद्रा में अंकित चक्र की भाँति है। यह चक्र सत्य और सब धर्मों का प्रतीक है।

राष्ट्रगान की रचना गुरुदेव रवीन्द्रनाथ ठाकुर ने की थी। इसमें संपूर्ण देश के लिए मंगल-कामना है। राष्ट्रगान और राष्ट्रध्वज का सम्मान करना हमारा कर्तव्य है। जब राष्ट्रगान गाया जाय या उसकी धुन बजाई जाय अथवा राष्ट्रध्वज फहराया जाय, तब हमें सावधान की स्थिति में खड़े होकर इसे सम्मान देना चाहिए।