

ACTIVITY BANK

This is an illustrative list of activities which have been developed keeping the context of Nizamuddin Basti in mind. It is not an exhaustive compilation and there is scope to expand this further.

The activity bank includes activities to be conducted in different time slots as mentioned in the curriculum document which are physical development, language development, cognitive development and creativity. The proportion of language and cognitive development activities is more in this bank since these two domains vary with the theme. So by no means physical and creativity activities are less important but they can be repeated across the themes. Some of these activities are listed at the end of this activity bank. Also the activity lists one major skill developed through the activity; however each activity affects different domains of development and goes much beyond the listed skill.

Following themes are covered:

- Knowing myself
- My body
- My senses
- Family and relationships
- Daily routine and healthy habits
- Colours and shapes
- Food and its origin
- Neighbourhood and people
- Means of transport
- Environment

S.No	Activity Name	Description	Domain	Skills
Knowing myself				
1	Mera naam kya hai?	Children will sit in a circle and each child will say their names one by one. Then the teacher will pass a ball, the child receiving the ball will say her name	Language	Following instructions
2	naamdhundho	Name tags for each of the child will be made and the teacher will help children identify their name tags. The teacher will repeat this activity till most children are able to identify their names.	Language	Print awareness (pre reading)
3	Mera naam kisne diya?	Teacher will ask name of each child using a hand puppet. Teacher will also ask who gave children their names, if they don't know they can ask their parents and tell the next day.	Language	Expressive language

4	Apna chitr	Children will make a portrait of themselves. Teacher will ask each child what they have drawn and write as the children describe.	Creativity	Expression through drawing
5	Mera Pitara	Teacher will ask children to make a box in which they will collect their favorite things. One of the days children will bring the box to the class and tell others what they have put in the box.	Language	Expressive language
6	Mukhote	Children will make masks out of old newspapers, they will color and decorate the masks accordingly.	Creativity	Fine motor skills
7	Mukhote	The face masks made by children will be used in storytelling by the teachers.	Language	Listening and comprehension
8	haste rote chehre	Teacher will then have a conversation with children on when do they feel happy, when they feel sad, when they feel angry etc. Flash cards/ cut outs or rag dolls can be used for this activity.	Language	Expressive language
9	Havbhav chitr	The teacher will show flash cards with different emotions to children and will ask children to identify each emotion. Each child gets a chance to name each emotion.	Cognitive	Naming
10	Havbhav chitr	The teacher will give flash cards/ cut outs of emotions and children will match the emotions that look alike. The teacher carries out conversation with the children and link the experiences they shared.	Cognitive	Matching
11	haste rote chehre	Teacher will give children a simple worksheet where faces with different emotions will be made. Teacher will ask children to identify each of the emotions. Then children will color the faces on the worksheet.	Cognitive	Identification
12	humare bhaav	Children will do free drawing on when they feel happy, sad, angry. The teacher will write what each child expresses	Creativity	Expression through drawing
13	shisha o shisha	Teacher will bring a handheld mirror to the class and will ask each child to look in it one by one. The teacher will ask children what they see in it? What colors are their eyes and hair? How many nose they can see?	Language	Expressive language
14	meri pasand	Children will sit in a circle and talk about their likes and dislikes. The teacher will conduct a guided conversation on different topics such as what is their favorite color, favorite food to eat, favorite game etc. Another guided conversation will be conducted on what do children dislike. Teacher will note down responses of each child.	Language	Expressive language
15	meripasand	Children will do free drawing on the things that they like. Teacher will ask children to describe what they made. The teacher writes what each child describes	Creativity	Expression through drawing
16	Wishing well	Children will stand in a circle and clap in a rhythm. They will pretend that they are standing around a well. Each child will come to the centre one by one and whisper a wish into the wishing well.	Language	Expressive language

17	Mein kya kar sakta hun?	Teacher will conduct a guided conversation with children about what they can do and what they cannot do.	Language	Expressive language
18	Story telling	Teacher will tell a story where emotions are stressed upon. (add name of a story book)	Language	Listening and comprehension
19	Mein kaun hun?	Teacher will ask children to use a puppet and talk about oneself in a full sentence in front of the class.		

My body

20	Body parts rhyme	Teacher sings a rhyme “Mera ek sar hai” with children along with actions. The teacher then asks children to identify different parts of their bodies.	Cognitive	Identification
21	Hilte dulte	Children stand in a circle and teacher guides each child to move a part of the body which they can move. For instance Nagina shakes her hands so every child shakes their hands, maruf shakes his head so every one shakes their heads, Azra moves her waist so everyone move their waist. Each child also names the part of the body they are moving. The teacher adds on the body parts which may have been missed out.	Cognitive	Naming
22	Body parts puzzle	Cutouts of body parts are present with the teacher and children assemble them. The teacher also talks to children while assembling the puzzle and reinforces names of the body parts.	Cognitive	Problem solving
23	Body parts rhyme	Teacher does the rhyme “Jab tum khush ho”. She repeats the rhyme a few times with actions and children sing the rhymes with her.	Language	Listening and comprehension
24	Functions of the body parts	Teacher states different actions such as running, drawing, eating etc and ask children to tell her which body part is used for each of these activities. Teacher then asks what other things can be done using different body parts.	Language	Expressive language
24	Balancing act	Teacher makes different type of lines such as straight, zigzag, circular etc. Children walk on these lines one by one.	Physical	Balancing
26	Raja kehta hai	The teacher plays “Follow the leader” or “Raja kehta hai” : tap your head, shake your leg etc.	Language	Following instructions
27**	Jump, hop, run	Teacher does a number of balancing activities: such as jumping, hopping, crawling.	Physical	Balancing
28**	Visual discrimination	Teacher makes visual discrimination card and asks children what is missing? Haath nahi hain, pair nahi hain, aankh nahi hai etc. The level of complexity increases.	Cognitive	Visual discrimination
29	Lamba kaun? Chota kaun	Concept of height by comparing heights of two children at a time. Teacher will call two children and ask them to stand beside each other and then will ask the class who is taller of the two.	Cognitive	Pre number

30**	Lamba kaun? Chota kaun	Children will measure each others' height using hands. Each child will measure heights of two children. Teacher will then ask the child who was taller of the two when he used his hands to measure the heights. Teacher will then talk about who is taller than who?	Cognitive	Spatial relationships
31**	In and out	Teacher makes a circle and children stand around it. As the teacher says "in" all children jump inside the circle. As the teacher says "out" all children jump outside the circle.	Cognitive	Spatial relationships

My senses

32	Nature walk	Teacher will take children for a nature walk/ basti walk. Once they are back, the teacher will ask children about what they saw, sounds they heard, smells and textures they felt. This activity can be done separately for each sense and children can have a guided conversation on their experiences.	Language	Expressive language
33	Nature walk	Children will draw what all they saw when they had gone for walk. Teacher will write down what each child drew.	Creativity	Expression through drawing
34	Lamba kya hai, chota kya hai	Teacher collects objects of similar width but different lengths, for instance twigs, pencils, sticks etc. Teacher can ask children to tell which is longer than the other? Or which is shorter than the other	Cognitive	Pre number
34	Kya gayab hai?	Children see different cards where an element is missing. For instance, a house without windows or a car without tyres or chair with one leg missing. Children see these cards and identify what is missing.	Cognitive	Visual discrimination
36	Visual discrimination	Teacher also makes strips such as (< < - <) or (+ 0 + +) children have to identify the odd one out. These patterns can increase in complexity as the classroom in are.	Language	Pre reading
37	<i>Dur- paas</i>	Children stand in a circle and she plays a game where if she says "paas" children come closer to each other and if she says "dur" they move away from each other.	Cognitive	Spatial relationships
38**	Impressions	On a nature walk, teacher will take paper and colors along. The teacher will help the children gather different impressions such as that of a leaf, bark, grass, a rough wall. This will be done by placing the paper on the surface and colouring over it to gather impressions. Teacher can then make a collage of different impressions, label them and then hang it in the class for children to see.	Creativity	Understanding textures

39	<i>Naram kya hai, sakht kya hai?</i>	The teacher conducts a guided conversation with children on what is soft and what is rough. She asks children to point out the soft and the rough things they can see around them. Children can also touch various things to see if they are soft or rough. The teacher can introduce objects such as cotton, cloth, wooden block (easily found around) and pass it in the circle. Children can hold each object and then say if it is soft or rough.	Language	Expressive language
40	Good smells, bad smells	Flash cards of pleasant and unpleasant smells are prepared by the teacher. She then asks the child to identify what objects have pleasant smell and which have unpleasant smell. For instance, a rose has a pleasant smell but onion has an unpleasant smell. Teacher can also bring objects with different smells for children to compare.	Cognitive	Naming
41	Smell box	Teacher uses small plastic boxes and fill each with things which smell differently. The teacher plays a game with children where she asks them to shut their eyes or blindfolds them and children guess what smell it is.	Cognitive	Identification
42	Awaz kahan se aayi?	Make a child sit in the centre of the circle and blindfold her. Then makes sounds from different corners of the room (vocal or instrumental) The child is then asked to guess what was the sound and where did it come from.	Cognitive	Identification
43	Alag alag aawazien	Teacher uses different materials to make sounds such as tearing of paper, sound of water falling from one glass to another, or water falling from a glass into another bucket of water, water falling from different heights, different pulses in a tin/plastic container. Then she can also ask children to shut their eyes and guess what was used to make the sound	Cognitive	Identification and naming
44	Exploring sounds	Teachers makes a sound and then children repeat for instance tschtsch, chukchuketc. Children can make different sounds using their mouths or other body parts.	Language	Sound discrimination
45	<i>Aao jhankein ki andar kya hai?</i>	Teacher uses a long roll made up of cardboard or thick paper and uses it to view things inside the aanganwadi centre. The teacher calls out to children and says " <i>aao aanganwadi ke andar jhanke</i> ". Children respond by saying the things they see from the tube.	Language	Expressive language
46	Texture cards	Teacher makes cards of 5"X3" size. She selects five materials of different textures such as a soft cloth, corrugated cardboard, net, satin cloth etc and makes two sets of each texture. She introduces these texture cards in the class and lets children explore how these cards feel. They can then identify if its soft or rough.	Cognitive	Identification and naming

47	Texture cards	The teacher will then hand out cards to each child one by one and ask them to describe the texture. The teacher will make sure that children are well acquainted with the textures. The teacher will then play a game where she will ask children to shut their eyes and hand them one of the texture cards. She will then ask the child to match it with other texture cards in front of her.	Cognitive	Matching
48	Sense organ worksheet	Teacher will make a worksheet where she will make different sense organs and name them. She will show the worksheet to the children and ask if they can label the sense organs. Once children label all the sense organs, they will color them as they like.	Cognitive	Naming
49	Matching worksheet	Children complete a worksheet where they match sense of organ with the purpose. So with eyes we watch TV, with ears we listen to a horn, with hands we touch bark of a tree etc. This can also be done with flash cards as a group activity.	Cognitive	Matching
50	Guided imagery	Teacher will use puppets and imagination to talk about flavors and tastes; for instance “ <i>aaliya aur salma chale halwai ki dukaan. Bhook toh bahut lagi thi par itni saari cheezon ko dekh kar dono ka sar chakra gaya. Aliya ne kaha ki uska kuch mirchi waala khaane ka maan kar raha hai, Aliya aur salma ne kya khaya hoga jis mein unko mirchi lag gayi, kya kha ya jo bohut meetha tha, khatta kis mein laga</i> ”	Cognitive	Identification and naming
51	Meetha, namkeen, pheeka, teekha	Children taste different things such as salt, sugar, chaat masala or other locally available things and then try to identify the in ar.	Cognitive	Identification
52	Making stuffed toys	Teacher will make a template for making stuffed toys which she will help children stuff using waste paper.	Creativity	Fine motor skills

Family and Relationships

53	<i>Mere ghar mein kaun kaun hai?</i>	Teacher will have a conversation with children about who all live in their house.	Language	Expressive language
54	Mere parivar ka chitr	Teacher will ask children to make drawing of each family member on a different sheet of paper. She will then combine all these images and paste it on a newspaper to make a family member photo frame. Teacher can help children decorate this.	Creativity	Expression through drawing
55**	Ghar ke log	Teacher will have a conversation with children on what do their father do? What does their mother do?	Language	Expressive language
56**	Mummy papa ke geet	Teacher will sing the rhyme “ <i>Ammi karti kitna kaam</i> ” with children	Language	Listening and comprehension
57	Parivar ki kathputli	Teacher will help each child make a finger puppet for each of the family members. So if Rabia lives with her <i>amma, abbu, khala, aapi, bhai</i> , then the teacher helps her make one finger puppet for each member.	Creativity	Fine motor skills

58	Mere ghar mein kitne log	Children talk about who all live in their house. Teacher help them count and then says it to the class. "Ameena ke ghar mein 3 log rehte hain" Finger puppets made earlier can also be used.	Cognitive	Pre number
59	Parivar ki kathputli	Teacher will talk about the differences in families using the finger puppets; some families have 3 members, some may have more. Some have grandparents living with them and some don't, etc.	Language	Expressive Language
60	Mummy mein kya khoobi hai; papa mein kya khoobi hai	Teacher will use a hand puppet to talk about the different qualities of parents which children like. For instance what do they like about their mothers, what do they like about their father.	Language	Expressive language
61	Bhai kya karta hai? Dadi kya karti hai?	Children do role play depicting what different family members do. They act out scenes from their daily lives and talk about their relationship with members of family. So Aman plays with his older brother, Khatija's grandmother tells her stories, Imraan's chacha got him a pet rabbit etc.	Language	Expressive language
62	Meri chaadar	Teacher will ask children to bring pieces of scrap clothing from the house. She will help children sew/paste these pieces together. While sewing, teacher will talk to children about where that piece of fabric came from, who does it belong to in their house? She can then display this in the class.	Language	Expressive language
63	Haathi ke dost	Through use of a puppet or a prop, teacher will tell story of an elephant who did not share his toys with his friends ever. But one day he realizes all his friends have gone away. This makes the elephant very sad. Teacher will then ask children, why do they think that elephant's friends went away? What should he do that they will come back?	Cognitive	Problem solving
64	Mere haath ka nishan	Teacher will take a thick sheet of paper and fold it in two. Children will print their hands on top of it and teacher will write child's name inside. It can be used as a card to be sent home to parents.	Creativity	Using various painting techniques
65	Lehera lehera ke	Teacher will bring a square piece of cloth (or a dupatta) large enough that all children can hold the edge of the fabric. Children will take that piece of fabric up and down together as the teacher instructs.	Physical	Developing large motor coordination skills
66	Socho socho	Teacher will ask children what they will do in certain situations such as if they are going to the market with their parents and they get lost, what will they do? If they return from school and they find their door locked, what will they do?	Cognitive	Problem solving

Daily routine and healthy habits

67	Mera din	Teacher will conduct a guided conversation with children about what all they do during the day? What do they do when they wake up in the morning? What do they do when they go back to home after school? What do they do in the evening? What do they do at night?	Language	Expressive language
68	Subha, din, raat	Teacher will bring in the concept of time through flash card on morning, afternoon, evening and night. The teacher will ask children to identify each flash card.	Cognitive	Identification and naming
69	Rhyme	Teacher will recite the rhyme “Daant maanjo” with actions	Language	Listening and comprehension
70	Chalo, chalo, ruko	Teacher plays a game with children where they randomly walk around the room as the teacher plays a <i>dhapli</i> . When the <i>dhapli</i> stops, teacher calls out an action, for instance brushing teeth, washing hands etc, which all children perform.	Language	Following instructions
71	Brushing teeth	Teacher brings flashcards of a healthy tooth and bad tooth and lead it to how taking care of teeth and brushing is important. She can build a story around how one tooth was always clean and if food got stuck, her friend would immediately clean it with a brush. However the bad tooth was never cleaned properly.	Language	Listening and comprehension
72	Household objects	Teacher makes flash card of almirah, kitchen, bathroom and clothes, utensils, bucket. First the teacher will ask children where clothes go, in almirah. Where do utensils go, in the kitchen etc? This will be followed by a matching worksheet using same objects.	Cognitive	Identification and naming
73	Playing with clay	Teacher gives children clay to play with and ask them to make food with them. Teacher asks each child what they are making.	Creativity	Expression through claywork
74	Household objects	The teacher provides children with cutouts of different objects that are used in everyday life (or flash cards) and children sort and classify them according to the activity in which they use the objects (for example bathing: soap, water, tap, bucket, mug etc; eating: plate, glass; sleeping: pillow, cot). Initially the activity uses one or two objects per activity and later the complexity increases.	Cognitive	Sorting and classification
75	Household objects	Using the cut outs used in the activity above; teacher can also ask children to make pairs. For instance pillow matches with cot; bucket matches with mug; tooth brush matches with paste etc)	Cognitive	Matching
76	Importance of bathing	Teacher tells story about Manu (use of props/puppets) who doesn’t like to take a bath. Teacher builds this story and involves students asking them questions. Why didn’t manu like taking a bath? What happened when manu refused to take a bath etc.	Cognitive	Problem solving

77	Healthy habits	Teacher conducts guided conversation on healthy behaviors, what do they need to do to remain healthy? Brush their teeth in the morning, take a bath, cut their nails, wash their hands before eating, wear chappals while stepping out of the house etc.	Language	Expressive language
78	Meri Sehat Ki kitab	Children make their own flip book " <i>Meri sehat ki kitab</i> ". Sehat ki kitab has hand prints (focus on cutting nails), Head with wool pasted on it for hair (combed hair), outline of body (clothes made from scraps), foot impression (in areg on wearing chappals)	Creativity	
79	Daily activities using flash cards	Teacher will use flash cards and ask children to label different daily activities such as waking up, brushing teeth, taking a bath, watching tv etc. These flash cards also have the activities written. So the cards are used for reading. The teacher will then ask children at what time they do these activities.	Language	Print awareness (pre reading)
80	Action!	Teacher will play a game with the children where they run in the room as the teacher claps, as soon as she stops clapping, she names an action which children have to do. For instance brush teeth, wash face etc.	Language	Following instructions
81	Action!	To make the game more complex, teacher can give different times for instance what do they do in morning, in evening, at night etc.	Language	Following instructions
82	Chandu haathi ke pet ka dard	Teacher uses animal characters for a role play: Chandu haathi ne kuch gadbad khaya aur uske pet mein khoob dard hua, billi mausi ki paas who dukhi dukhi gaya aur bola "billi mausi mujhe pet mein bohot dard ho raha hai" billi mausi ne kaha, "aare pet mein dard kyun ho raha hai?" chandu haathi ko darr lag raha tha ki usne billi mausi ko batay ki usne lattu ke thele se cheez khayi thi. Billi mausi bhi thi toh samahjdaar. Chandu ki hi chki chat dekh kar unhe samajh toh aa gaya ki zarur usne lattu ke thele se kuch khaya hoga. Teacher takes the story forward and asks children what would have happened next in the story.	Language	Listening and comprehension
83	Counting	Children complete a worksheet on counting. The teacher helps children who count the objects drawn in the worksheet and color them. The teacher writes the digit which children say. The teacher does not focus on writing the digit but on counting and coloring.	Cognitive	Number sense

Colors and shapes

84	Rassi taapo	Teacher holds a rope from one side and asks a child to hold it from another side. She places the rope on the ground. She then asks each child to jump over the rope. She then lifts the rope a bit and children jump by one. She continues to raise the rope little by little till it's convenient for children to jump.	Physical	Spatial relationships
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85	Rang aur aakar pehchano	Teacher gives children wooden blocks of different shapes (Rectangle, square, circle, triangle), sizes and colors (red, blue, green, yellow)- and let them play with it. While children play, teacher asks them about the colors and shapes of the blocks.	Physical	Fine motor skills
86	Rangon ki pehchan	Using blocks teacher asks children to group blocks of different colors in one pile. For instance all the red blocks go in one pile, all the blue ones go in another pile etc.	Cognitive	Sorting and classification
87	Rangon ki pehchan	The teacher uses blocks to talk about different colors. For instance she takes out a red block and asks children what color it is. Then she will ask children to take out the blocks of similar color from the blocks. She will then show flash card of red colored objects and help children identify the objects. To reinforce, the teacher can ask children to touch all the red colored objects in the room. Children learn about different colors.	Cognitive	Identification and naming
88	Laal ya peela?	Once children have learnt about few colors, teacher can help children differentiate between colors. She can use different games such as if she shows a red colored card, children raise their hands and if she shows a yellow colored card then they clap.	Cognitive	Identification
89	Rangon ki kitab	Teacher helps children make a color scrap book- in different sections place colors such as red, green, yellow blue, children collect picture or things of that color and paste in the respective part of the scrap book. They can also use thumbprints to make patterns of a particular color in the section.	Creativity	
90	Rang birangi cheezein	Children name objects in the class and then in the outside environment- talk about their shape and color and functions	Language	Expressive language
91	Humare aas pass ke aakar	Children identify, draw and color different shapes in objects such as square windows of the house, triangular trees, round wheels of cycle and so on	Cognitive	Identification
92	Sabse chota, usse baada, saab se bada	Teacher makes seriation cards with different shapes (Circle, square, triangle). Children use these shape cards and put them in ascending or descending order.	Cognitive	Seriation
93	Naye aakar banayein	Children make different shapes/patterns with (ice cream) matchsticks/ or other waste materials	Creativity	
94	Aakar jaane	Children make collage with different shapes found in the environment.	Creativity	
95	Pattern banayien	Children make patterns with blocks or beads. They start with simple patterns for instance, red bead, blue bead, red bead, blue bead. Then the teacher guides children to make patterns which are a little complex, for instance. Two blue beads, red bead, two blue beads and so on.	Cognitive	Pattern making

Food and its origin

96	Story of food	Teacher will tell the story of food to children using flash cards. "Mujh ko hai kissan ne boya; phir paani daala, suraj aaya toh mein bada hua. Phir mujhe boori mein baandha, truck waale ne mujhe utha aur bazaar le aaya jahan dukaan pe baith gaya, ammi aayi aur mujhe le gayi. Ghar mein mujhe goondh goondh ke aata bana diya. Aur jab sham ko bhook lagi, toh ammi ne garam garam rotiyan banayi". Teacher can then ask children to arrange the story in a sequence. Similarly repeat this about other things such as vegetables etc.	Cognitive	Sequential thinking
97	Meine kal kya khaya?	Teacher conducts a guided conversation on what children had to eat last night, what they had in the morning.	Language	Expressive language
98	Khaane ke rang	Teacher shows pictures of different colored food items to children. Children first label all pictures. If children are not familiar with some food items, the teacher acquaints children to the food item. Then teacher divides the class in smaller groups and gives them a set of card each. She asks children to put the similar colored food items in one pile.	Cognitive	Sorting and classification
99	Meri pasand ka khana	Teacher conducts a guided conversation on what children like to eat the most. She also asks them reason for why they like the particular food item. Children then draw the picture of food items they like the most.	Language	Expressive language
100	Word cards	Teacher will help children identify some words through sight reading . She will choose simple words such as <i>aam</i> , <i>kela</i> , <i>aalu</i> etc which children are familiar with. The teacher will make word cards for these words. She will show these words along with the images and ask children to read. Then she will ask children to read the words without the help of these cards. She will display these cards in the class so that they slowly learn to identify these words.	Language	Print awareness (pre reading)
101	Rhyme	Children sing the rhyme "Khaana Khate ho"	Language	Listening and comprehension
102	Who cooks food?	Teacher then asks children who cooks food at their home. Do only mothers cook food or do fathers cook food too?	Language	Expressive language
103	Dhundho dhundho	Teacher pins different images of food items such as roti, daal, chaawal, subzi etc on children's backs. Then teacher calls out "roti kahan hai", so children try and find out where is the mentioned food item.	Language	Print awareness (pre reading)
104	Functions of food	Teacher conducts a guided conversation on the different food items: roti se kya hota hai: takat milti hai, daal se kya hota hai: in a ka maans banta hai; phal subzi se kya hota hai: bimari se bachte hain	Language	Expressive language
105	Iss ka kya fayada?	Teacher tells a story around the advantages of different food items.	Language	Listening and comprehension
106	Collage making	Children make a collage of different fruits and vegetables from colored paper.	Creativity	

107	Different fruits	Teacher makes two sets of flash cards for fruits that are locally available in the region and write the name at the back of the card. She then distributes the flash cards among children, she then asks children to find their pair.	Cognitive	Matching
108	Different vegetables	Teacher makes two sets of flash cards of vegetables. She lays down one set of cards on the floor and distributes other set to the children. Children match the card they have in hand to the cards that are kept on the floor.	Cognitive	Matching
109	Guided conversation	Teacher conducts a guided conversation with children on the different fruits and vegetables that they learnt about in the past two activities. Who likes which fruit, who likes which vegetable? Do they buy fruits and vegetables with their mother when they go shopping? What vegetable did they buy last time they went shopping?	Language	Expressive language
110	Yeh kya hai?	Passing the parcel- children sit in circle and flashcards of different fruits and vegetables (already discussed in class) are put inside a cloth bag. Children pass the bag as the teacher claps or rings the bell. When the teacher stops, the child who has the bag will take out one of the cards and names it.	Cognitive	Identification and naming
111	Fruits and vegetables	Teacher brings out flash cards of different food fruits and vegetables. The teacher then asks children to make separate piles of fruits and vegetables.	Cognitive	Sorting and classification
112	Worksheet	Teacher gives a worksheet to children where they have to circle all vegetables.	Cognitive	Identification and naming
113	Colour me	Teacher gives cut outs of vegetables and fruits for children to color which are later used as headbands for storytelling or rhyme.	Creativity	
114	Story telling	Teacher tells a story of an elephant who would just eat junk food and not the food that his mother cooked. Following this the teacher will have a guided conversation on eating good food and not junk food.	Language	Expressive language
115**	Role play	Teacher does a role play with children where the teacher pretends that she is the shopkeeper and the children can buy different food items from her. What will they buy?	Language	Expressive language
116	Tyoharon ka khana	Teacher will have a guided conversation on foods which are consumed during festivals, diwali par kya banate ho? Id pe kya banta hai?	Language	Expressive language
117	Aanganwadi ki davat	First the teacher asks children who all will come for <i>in a</i> and what will they like to eat; then for each of those dishes she asks the raw ingredients required; pretend activity on going to <i>mandi</i> to buy this stuff; how will they make that dish.	Cognitive	Problem solving
118	Fruit chaat	Teacher will ask each child to bring one fruit from their homes. The teacher will then take help of children to prepare fruit chaat.	Creativity	

119	Fruit chaat	Teacher asks each child what do they like more, Banana or apple. When each child has picked up a in are fruit then teacher starts clapping or ringing a bell. When teacher stops clapping she says either “fruit” or “chaat”. On saying fruit, children have to stand in a group with other children who picked either apple or banana. On saying “chaat”, all children stand together. The teacher can also make head masks for children so that initially they can easily identify other children in their group.		
120	Alag kya hai?	Teacher makes odd one out strips for instance, what is odd one out baigan, aalu, Bandar, bhindi. Teacher makes similar strips with increasing complexity.	Cognitive	Problem solving
121	Abdul baba ka thela chala	Teacher uses rhyme to revise counting Abdul baba ka thela chale, thela chale; kitne aalo thele mein? aalo 6 bhai aalo 6 saare aalo bik gaye re kitne baigan thele mein? Ek baingan thele mein abdul kaka ka thela khaali re, abdul baba ghar ko chale The teacher can build this rhyme as per the understanding of numbers of children.	Cognitive	Number sense

Neighbourhood and people

122	Ghar ki cheezein	Children pair the objects based on what they are used for..eg mug water, lock key. Teacher makes flashcards for these objects. Teacher collects commonly available items around the house and keeps them in the house corner of aanganwadi centre let children do role play with them.	Cognitive	Matching
123	Basti ki sair	Teacher uses a finger puppet to talk to children about a girl’s adventure in the basti. <i>Munni ko chalet chalet kutta mil gaya; phir usse ek dukan waala mila jiske paas khoob saari rang birange khilone the. Tum ko chalet chalet kya mila?</i> Teacher conducts a guided conversation on what they see or who they meet when they are walking around in the basti.	Language	Expressive language
124	Basti mein kya kya hai?	Teacher uses neighborhood flash cards: pictures/drawings of the areas in the basti, talk about the areas in the neighborhood. For instance a park, the school, a shop from where children buy things,	Language	Expressive language
125	Humari madad kaun karta hai?	Flash cards of our helpers such as doctors, nurses; cleaner, vegetable vendor, teacher, shopkeeper owner, auto driver etc are used by the teacher to talk about the people who help us lead our daily lives.	Language	Expressive language

126		Children categorize different objects into categories according to where they are found for instance, desk, chairs, uniform, blackboard are found in school; doctor, medicines, stethoscope, hospital bed, nurse are found in a hospital; swings, leaves, grass etc are found in a park. Teacher can make flash cards for each and children can categorize the objects accordingly.	Cognitive	Sorting and classification
127	Aisa hoga toh kya hoga?	Teacher conducts a guided conversation with children asking them to think what will happen if there is no school or no park?	Cognitive	Problem solving
128	Dekho chali bacchon ki rail	Teacher plays a game with children where they form a train and follow each other in the line. The teacher calls out the station where children stop. Then the next station is called out by another child and the game goes on. "Hum sab mil ke school gaye, chalo ab rail chal padhi aur hum dargah pahunch gaye. Dargah ke baad hum bus stop gaye"	Physical	Coordination
129	Pattern making	Children make a collage by sticking different pieces of cloth together and making a card out of it. The teacher can help children create a pattern or a design.	Creativity	
130	Basti mein ghar	Teacher will give half blank sheet to children and ask them to draw their house and decorate as they wish. The teacher will stick all the houses on the chart and have a guided conversation that earlier there were no houses in the basti. Then one house came up, then another and then many others. Now there are so many houses in the basti.		
131	Humare padosi	Teacher will conduct a guided conversation with children on whose house they saw while coming to the aanganwadi centre. Who live next door to them.	Language	Expressive language
132	Basti mein kya kya dekha	Teacher takes children for a walk in the <i>basti</i> and asks them to observe what they see. They come back to the class and draw what they saw. Teacher writes what children drew.	Creativity	Express through drawing
133	Model of the basti	Children play freely with clay and make what they like. Then teacher guides them to make a model of the <i>basti</i> with a variety of objects. The teacher then assembles the model on a piece of cardboard. She can also help children use other materials like sticks, leaves and pebbles.	Creativity	
134	Hum kahan se aaye?	Teacher conducts a guided conversation on where do children belong to? Teacher tells children to ask their parents where they are from. Which village or state they belong to?	Language	Expressive language
135	Pados ka naksha	Draw your neighborhood/ Map making with children using interesting materials/Marking important landmarks on the map such as school,		
136	Story telling	Teacher finds out local folk tales from the area and tells it to children. For instance story about <i>dargah</i> etc.	Language	Listening and comprehension

137	Guided conversation	Teacher does guided conversation with children on “kiski dukaun? Kiska saaman?” Asking children what all shops they see in their neighborhood and what they sell. <i>Saleem ki dukaan se ammi daal chaawal laati hai; Pir bazaar se ammi bartan khareed ti hai; Mohsin ki dukaan par dawai milti hai, Umer ki dukaan se ammi cheez leke deti hai.</i>	Language	Expressive language
138	Humari basti ke lok shilp	Children can be taken to local artisans/ craftspeople working in the basti and introduced to traditional crafts in the <i>basti</i> .	Cognitive	
139	Ghar ke andar-ghar ke bahar	Teacher completes a worksheet on what is found at home and what is found outside the home. For instance a gas stove, bed, tv are found inside the house and swings, buses etc are found outside the house. Children circle the objects which are found inside the house.	Cognitive	Spatial relationships
140	<i>yun hota toh kya hota</i>	The teacher asks following questions from children and let them come up with imaginative answers: Agar humare padosi na hote toh kya hota? Agar duniya mein pedna ho toh kya hoga? Agar ek din ped chalne lag jayenge toh kya hoga? Agar saari sadke kude se bhar jaaye toh kya hoga?	Language	Expressive language
141	Sight reading	Teacher writes simple words such as ghar, ped, paani , on a flash card, which have been introduced before in the class. The teacher first introduces these words along with the image and then gradually helps children recognize words without the image. The teacher also displays these words in the class.	Language	Print awareness (pre reading)
142	Collage making	Children make a collage out of waste wrappers that are found at home. Simultaneously the teacher talks about the importance of throwing wrappers in the dustbin.	Creativity	
143	Ghar kaise bante hain	Teacher conducts guided conversation using flash cards on how houses are built. First the foundation is laid, then the bricks are laid and then the roof is laid and then it’s painted. If there is a house being constructed in the neighbourhood, the teacher can take children there for a visit.	Cognitive	Sequential thinking
144	Hum kaunse tyohar manate hain?	Children talk about festivals they celebrate. Teacher conducts a guided conversation close to an approaching festival or a festival recently passed. <i>Ab toh Id aane waali hai na? Id in a sab log kya karoge? Naye kapde kharido ge?</i> Children make a card to take back home. Children also talk about other festivals they celebrate.	Language	Expressive language
145	Kis kis tarhan ke log?	Teacher conducts a guided conversation on differences there are between people. “kis kis tarhana ke hote log? Koi chota koi lamba, koi patla, koi mota, koi kam bolta hai, koi zyada, koi kam in a hai toh koi kam dekhta hai, koi in a se aata hai toh koi rajasthan se. in ar kisi ko jante ho jo Dilli ke bahar se aaya hai?”	Language	Expressive language

146	Alag alag cheezien	Children hear folk stories from other part of the country (for instance, Tribal stories from Chattisgarh published by Pratham or Ekki Dokki published by Tulika etc). Teacher talks about some aspects of a different state, for instance Chattisgarh has dense forest cover or Kashmir has huge mountains or Tamil Nadu has many beaches and temples.	Language	Listening and comprehension
147	Gaon aur shehar	The teacher conducts a guided conversation on the difference between a village and a city. Have they ever visited a village? What did they see there? Teacher talks about experiences of children. What did they experience.	Language	Expressive language
148	Kis kis tarhan ke ghar	Teacher uses flash cards of different habitats such as riverside, seaside, mountains, plains etc to talk about different places children live in.	Cognitive	Classification
149	Mera ghar	Teacher asks children to imagine a place where they would like to live in and draw.	Creativity	Expression through drawing

Means of transport

150	Sadak pe vahan	Children talk about different vehicles they have seen on the road (<i>sadak par kaun kaun chalta hai: kuch toh log in a hain, kuch do pahiyे waale vahan chalet hain, kuch 4 pahiyewaale, rail gaadi bhi chalti hai aur bus bhi</i>). Teacher conducts a guided conversation with children about which vehicles have they seen or travelled in.	Language	Expressive language
151	Hava mein udne waale aur paani mein chalne waale	Using flash cards, children learn about different vehicles which run on water or in the air. Along with this the teacher also reminds them of vehicles which run on roads	Cognitive	Identification and naming
152	Kitne pahiyे waali gaadi	Teacher uses flash cards to help children identify different means of transport. Then through flash cards teacher helps children sort out the flash cards in different categories: those which have no wheels, 2 wheels, 3 wheels, 4 wheels or more. Then the activity can be done with sorting of vehicles which run on road, on water, in air.	Cognitive	Sorting and classification
153	Worksheet	Teacher gives a worksheet to children where they circle all the modes of transport which run on the road.	Cognitive	Identification and naming
154	Kis vahan ki kaisi aawaz	Teacher makes different sounds which come from different vehicles and children have to identify the vehicle on basis of those sounds.	Language	
155	Collage making	Children make a big collage of a bus using newspapers and some colored papers.	Creativity	
156	Bus mein hum chalien	Children will use the collage that they made and will do a further activity where they make people sit in the bus. The teacher will ask children how many people should sit in the bus. The teacher cuts out the outline and help children make passengers on the bus and teacher revises counting.	Cognitive	Number sense

157	yun hota toh kya hota	Teacher conducts guided conversation on imagining what would happen if there were no means of transport. What a world without transportation will be like?	Language	Expressive language
158	Vahanon mein antar	Children make planes and paper boats with old newspapers.	Creativity	Classification
159		Teacher uses flash cards to conduct guided conversation on differences between two vehicles: for instance difference between a car and cycle rickshaw; train and bus; boat and scooter etc.	Cognitive	
160	Free drawing	Children do free drawing on what they see on the roads. Teacher will ask each child what she drew.	Creativity	Expression through drawing
161	Model making	Teacher helps children make a toy car out of used bottle caps and sticks. The children decorate the car as per their liking.	Creativity	Fine motor skills
162	Rikshaw chali gayi	Teacher uses cut outs of cycle rickshaw to ask how many rickshaws are in the stand. For instance if there are 5 rickshaws in the stand, how many rickshaw will remain if Abdul takes one to go to school. Continue this till there are no rickshaw in the stand.	Cognitive	Number sense

Environment

163	what floats and what sinks	Teacher brings about different objects such as a spoon, a ring, plastic lid, a stone, paper boat, water balloon. She takes a big bowl of water and sees what floats and what sinks. Children can then come up with objects they would want to find out if they float or sink.	Cognitive	Classification
164		Teacher talks about different animals they have seen in their surroundings. Then they talk about each of these animals using flash cards. Teacher asks descriptions about each animal from children and also characteristics that are commonly associated with those animals.	Language	Expressive language
165	Janwaron ki chaa lchalo	Children take out voices of different animals and walk like them.	Physical	Motor skills
166	Chidiya o chidiya	Teacher introduces different birds to children. She takes children on a nature walk and children try to spot different birds they can see around them.	Cognitive	Identification
167	Chidiya o chidiya	Teacher presents a puppet show as conversation between different birds. For instance a story where crow, sparrow, parrot and an eagle are talking to each other.	Language	Listening and comprehension
168	Pankh	teacher brings some feathers of different birds and discuss with the children about whose feather, where did she find it, how did it feel, what are feathers used for, they come in different shapes and sizes.	Language	Expressive language

169	Chidiya ka jeevan	teacher shows flashcards of different birds and discuss about their body parts, feathers, colors, nests and beaks, what they eat-worms, seeds, fruits, etc.	Cognitive	
170	janwar kahan rehte hain	Teacher conducts a guided conversation on what animals live where. What are some animals that live in Nizamuddin basti? Where are they found?	Language	Expressive language
171	Panchatantra ki kahaniyan	Teacher uses <i>panchatantra</i> stories to talk about different animals.	Language	Expressive language
172	Alag alag jaanwar	teacher bring flashcards of different animals and interact with children about each one of them – who they are, where they live, what they eat	Cognitive	Identification
173	Masks	Children make masks of animals they like which teacher uses later in storytelling.	Creativity	Fine motor skills
174	Mein kaun hun	in ar brings ready made masks whch children color; each one of them wear their mask and talk about that animal as themselves doing actions. <i>“main sher hun, main jungle mein rehta hun, mujhse sab dartehain...</i>	Cognitive	Identification
175	wild animals and pet animals	The teacher talks to children about difference between wild and animals and pet animals. What sort of animals they can keep as pets and what animals they cannot keep as pets.	Language	Expressive language
176	Mera paltu jaanwar	Teacher asks children to imagine a pet animal. What will it be like, what will be its name, what will it eat and so on	Language	Expressive language
177	Free drawing	Children do a free drawing activity of their imagined pet...	Creativity	Expression through drawing
178	Puppets	Teacher helps the child make a stick puppet and tell stories and rhymes using that.	Creativity	
179		Children sort sticks or leaves in accordance to their sizes.	Cognitive	Seriation
180	Guided visualization	Teacher does an activity where they pretend that there is strong wind blowing. Slowly the leaves start falling from the trees. First one leaf falls, then two fall and slowly all leaves have fallen from the tree. The leaves can be number of children in the class where slowly they keep “falling” as the wind blows.		
181	Rhyme	The teacher sings a song and children walk like any particular animal the teacher is singing about.	Language	Listening and comprehension
182	Kaun tez bhaagta hai	who runs fast faster- in form of worksheet showing two animal running. Children circle the faster animal.		
183	Action story	Teacher tells a story where a word is associated with an action. Each time that word appears in the story, children have to do that particular action. For instance teacher tells story of a goat and whenever teacher says goat, children stand on one leg or clap once.	Language	Listening and comprehension

184		Teacher brings along two glasses, one which is tall and narrow, another which is short and broad. The teacher asks children to transfer water from one container to another and tell which container has more water and which one has less water.	Cognitive	Conservation
185	Paani kahan se aata hai	Children talk about where they get water from and where all is it used. Teacher makes a list of things children say. Then she can talk about where all do we find water? In tanks, hand pumps, ponds, baoli, naala? Is there a difference in water found in all these places.	Language	Expressive language
186	Kaash mein....	Teacher asks children to imagine agar mein titli hoti? Agar mein badal hoti? Agar mein chidiya hoti? Agar mein in hoti? Agar mein nadiya hoti? Agar mein ped hoti?	Language	Expressive language
187	visual discrimination	Teachers make different visual discrimination cards where there might not be whiskers on a cat; dog without a tail or an elephant without a trunk; bird without a beak etc.	Cognitive	Problem solving
188	Visual discrimination	Children draw the missing part of the animals as on visual discrimination cards on a worksheet and then color it.	Cognitive	Problem solving
189	kaun kahan rehta hai	Children sort flash cards of different animals into categories based on where they live. Once the children have categorized the animals, teacher can play a game where she selects three different corners of the room as three different habitats. Then she distributes animal flash cards to each child. As she claps, children have to find their way home. Alternatly teacher places three bowls/ basket with images of land, water and trees and children place the flash cards in the appropriate bowl.	Cognitive	Classification
190	movements	The teacher conducts an activity where children imagine that they are in a jungle and move through the room as they would in a jungle. They have to be carefull while crossing a river. And they have to hide from all the animals.	Physical	Spatial relationships
191	puzzle	Teacher makes a maze on the floor using <i>dupattas</i> or ropes. Children pretend to be animals trying to find their way home.	Physical	Motor skills
192	kaun kahan rehta hai	Teacher makes a big chart with a jungle on it and children place which animals live where, for instance a lion lives in the cave, a monkey on the tree etc.	Cognitive	Sorting and classification
193		Children sort animal and birds flash cards. Then the teacher takes a flash card and asks children to find her a similar card. So if she has picked up a bird card, children have to hand her a bird card.	Cognitive	Matching
194	<i>Phool pattiyan</i>	Teacher and children collect flowers in the nature walk and bring in to the class. Then discuss the color, size, smell, shape of the flower. Where it grows, how it fell, what are the uses and what happens to a flower(it wilts).		

195	Seed Germination	Children plan a seed either in an open plot or in small cups. Every few days children observe how the plant looks like and draw an image of it as they observed it. Teacher talks about how the germination happens. <i>Jab beej ko dhoop, paani aur khaad milte hain toh woh badhta hai. Kya hum log ko bhi badhne ke liye dhoop, hawa paani ki zaroorat hoti hai?</i>	Cognitive	Sequential thinking
196	Humare ped	Children talk about the trees they have seen till now. How do trees help us? They give us fruits, shade, wood etc.		
197	Rhyme	Children sing the rhyme “Paahadi par ped tha”	Language	Listening and comprehension
198	What I get from the trees	The teacher brings several cutouts of the different things we get from trees such as wood, flowers, vegetables, gum, rubber. On a big chart, teacher draws outline of a tree. The children colour it together. Once the tree is coloured, children then paste each of these things on the tree. Teacher displays the collage in the class	Creativity	
199	Counting	Count the branches, flowers ,leaves- teacher brings in small branches, some flowers and leaves. Each day they count them one by one.	Cognitive	Number sense
200	If I were a.....	Ask children to imagine and speak out on the following: If I were a monkey, if elephants lived on trees, if plants could walk, if there were no trees, if there were tigers in nizamuddinbasti.	Language	Expressive language
201	Clay work	Making different objects with clay; drying them in sun and painting it	Creativity	
202	Guided visualization	The teacher guides children to be near the sea; near the hills by shutting their eyes and imagining what it would be like to walk on the grass or on sand etc.	Creativity	

Notes **

27. Children do a range of physical movements every day not just in this particular theme, especially at the beginning of the day. These include jumping, hopping, running, balancing. These can be accompanied with rhymes and action songs.

28. The teacher can also talk about disability saying that there are children who may not have eyes, or legs etc and sensitively talk about the differences.

30. This also involves understanding the metric system. The teacher can use this activity to help children understand different types of measurements.

31. The activity also involves physical activity. So once the children understand the concept of in and out, the teacher can use this in the physical development section. Variations can be made such as varying the speed of saying “in” and “out”.

38. The activities involving collage are used to promote the print rich environment in the classroom. The different aspects of collage are labeled; also it is made by children so it attracts attention as well. This would contribute to sight reading.

55,56. Through these activities we have tried to address the traditional gender roles. The teacher can have conversations with children about house work and who does what. It can be an initiating point in promoting equal roles.

115. One of the functions of language is to express imagination. Roleplays and enactments play a major role in this. The teacher must note that children should be allowed/ encouraged to enact as they wish to.

RHYMES

Jab tum khush ho

*Jab tum khush ho toh mil ke taali bajao,
Jab hum khush hain tum khush ho,
Tum khush ho hum khush hain,
Sab khush hain toh mil ke taali bajao*

(kamar hilao, pair hilao, chutki bajao, gol ghoom jao)

Mera ek sar hai

*Mera ek sar hai sochne ko,
mere do pair hain chalne ko
mere do haath hain kaam karne ko
mera ek muh hai bolne ko
meri ek naak hai sunghne ko*

Ammi karti kitna kaam

*Ammi karti kitna kaam
Chahe subha ho chahe sham
Kuch na kuch karti hi rehti
Saare ghar ka bojha sehti
Nahi usse milta aaram
Ammi karti kitna kaam
Hum bhi thoda kaam karenge
Apni ammi ki madad karenge
Tabhi honge sab kaam tamam
Milega ammi ko aaram*

Daant maanjo

*Daant maanjo, daant manjo, daant manjo re
Mummy papa, bhaiya didi, daant maanjo re*

*Muh dho lo, muh dho lo, muh dho lo re
Mummy papa, bhaiya didi, muhdho lo re*

*Haath dho lo, haath dho lo, haath dho lo re
Mummy papa, bhaiya didi, haath dho lo re*

*Dudh pi lo, doodh pi lo, doodh pi lo re
Mummy papa, bhaiya didi, doodh pi lo re*

(The rhyme can be continued as per the daily routine)

Khana khate ho

*Khana khate ho
Haan ji haan,
Toh khana pakkate bhi hoge,
Naa ji naa,
Khane ki haan aur pakane in a
Aise kaise chale jahan*

Pahadi pe ped tha

*Paahadi pe ped tha
Paahadi pe ped tha, ped mein tana tha
Paahadi pe ped tha, ped mein tana tha, tanne pe daaliyan thi
Paahadi pe ped tha, ped mein tana tha, tanne pe daaliyan thi, daaliyon pe patte the
..... Patton mein ghonsla tha
..... ghonslon mein aande the*

.....andon mein bacche the
..... bacche udd gaye phurr

Activities (Non theme based)

Yoga	Basic stretches and exercises are done by children, especially since there is lack of space for outdoor play.
Going to the park	Children go to a nearby park atleast once or twice a week. Children can either do an outdoor activity or engage in free play.
Water play	Teacher will fill a bucket with water and keep different vessels along with it in an open space, children can play with them according to their wish.
Washing hands	Three children to come in the centre and put different colored paint on each child's hand. Then these children run to shake hands with as many children as possible in the room. Each child looks at her hands and sees that there are many colors on her hands. Through this hand washing can be emphasized.
Free play	Children get a chance for free play every day. The classroom has various blocks, beads, puzzles etc. Also teacher can find different objects of interest which can be used as props such as old spectacle frame, bottle caps, handmade musical instruments, rag dolls, kitchen set etc.
Counting	During free play, teacher helps children count various objects such as beads. The teacher observes progression of each child and works accordingly.
Puzzles	Children are given puzzles to solve during free play or as soon as they come in, before the class starts. Knob puzzles help in improving hand eye coordination. 3,4,5 piece puzzles help develop problem solving skills as well.
Story telling	Children listen to stories from different books as well as charts developed from the books. Teachers first ask children what they can see in the pictures. She asks them to predict how the story will move. Then she reads out the story, drawing attention of children to the script. Then she asks them questions related to the story.
Coloring and painting	Children use different art materials to colour and paint. Teacher can provide crayons, paints, natural colours for children to explore.
Feel bag	Teacher makes a cloth bag and fills it with different objects. Children pass it around and without taking the object out, they have to try and guess what they have picked up.
Beading	Children do beading as it helps improve their hand eye coordination
One to one correspondence	This is a crucial skill and activity for development of numeracy skills. For this, teacher helps children to match the number of objects to the same number of objects. So for one bead, the child picks up one bead. For two beads, she picks up two beads and so on.