



B

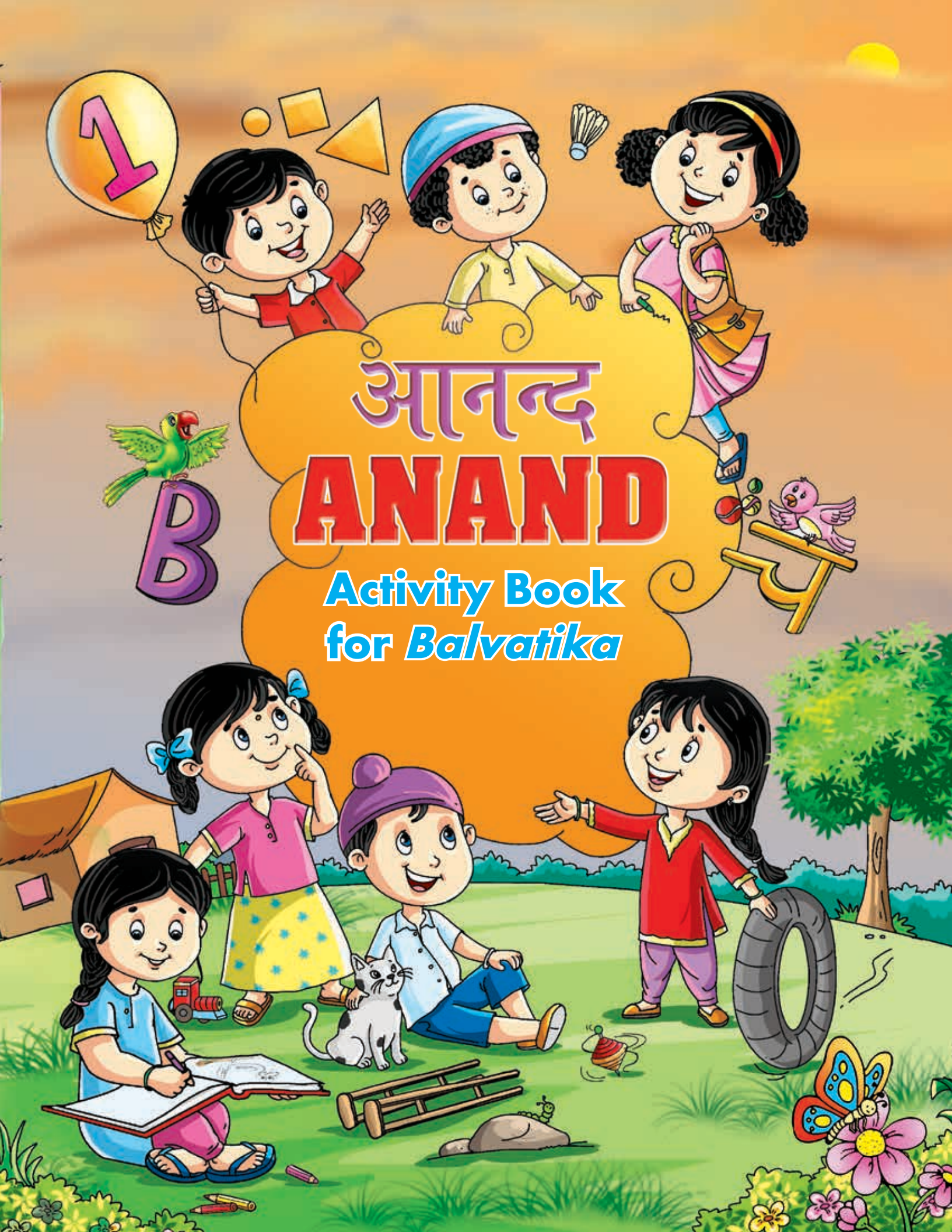
आनन्द

ANAND

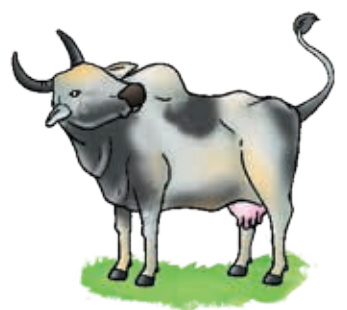
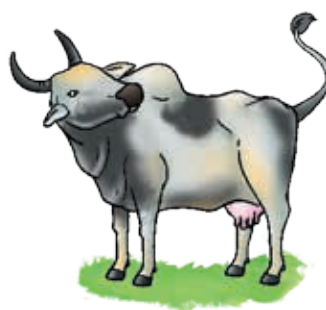
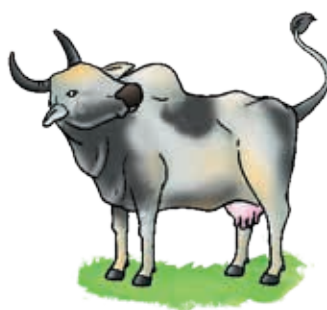
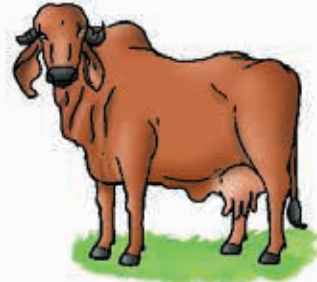
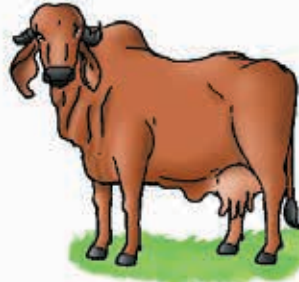
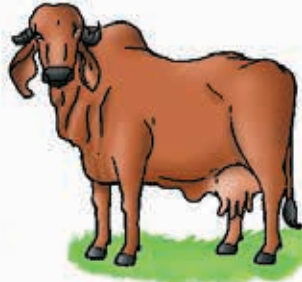
Activity Book  
for *Balvatika*

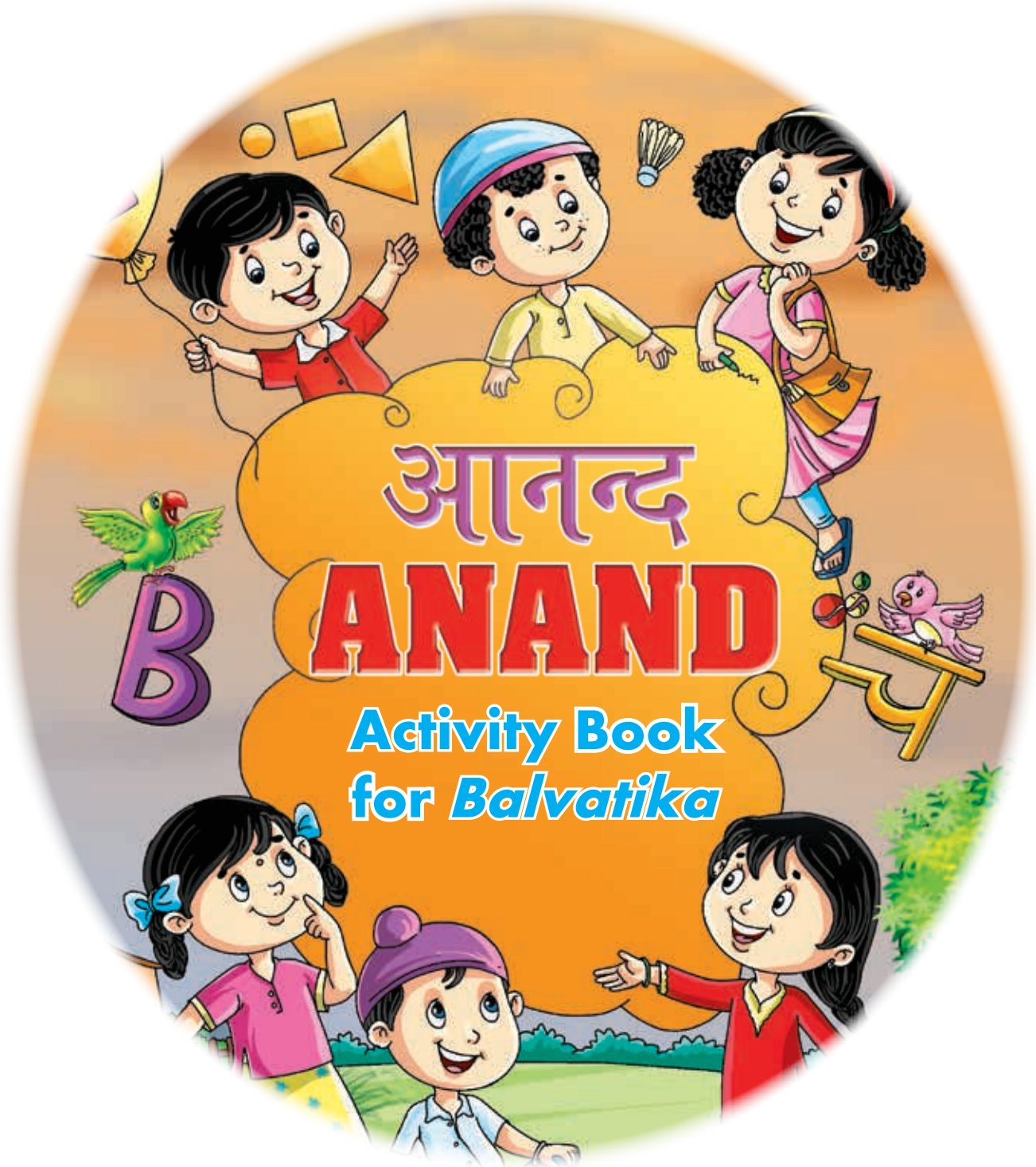


य









विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

13246 – ANAND — ACTIVITY BOOK FOR *BALVATIKA*

ISBN 978-93-5292-403-5

**First Edition**

*March 2023 Falguna 1944*

**PD 5T BS**

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

₹ 160.00

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training, Sri  
Aurobindo Marg, New Delhi 110 016 and  
printed at Gita Offset Printers (P.) Ltd.,  
C-90 & C-86, Okhla Industrial Area,  
Phase-I, New Delhi 110 020.

**ALL RIGHTS RESERVED**

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

**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

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

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

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

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

CWC Complex  
Maligaon  
Guwahati 781 021 **Phone : 0361-2674869**

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Vipin Dewan*

Chief Editor (In charge) : *Bijnan Sutar*

Production Officer : *Atul Saxena*

**Cover**

*Rajiv Pahuja*





## मैं तो जाऊँ बालवाटिका

मैं तो जाऊँ बालवाटिका,  
हम सब जाएँ बालवाटिका,  
बालवाटिका, बालवाटिका, बालवाटिका।  
हो! हो! हो!

बस्ता भी नहीं है,  
किताबें भी नहीं हैं,  
तो फिर क्या है?

तरह-तरह के खेल हैं,  
खेल-खेल में पढ़ना है।  
ऐसी हमारी बालवाटिका,  
मौज भरी है बालवाटिका।  
बालवाटिका, बालवाटिका, बालवाटिका।  
हो! हो! हो!







## FOREWORD

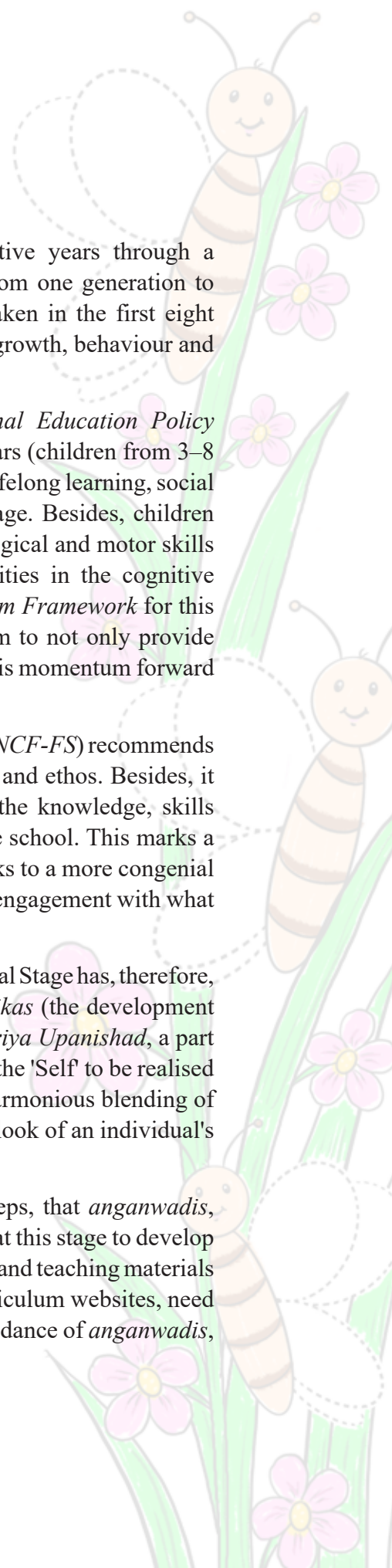
India has a celebrated tradition of nurturing children's formative years through a well-defined process, widely known as *sanskars*. Transmitted from one generation to another, these *sanskars* pave the way for adequate care to be taken in the first eight years of children's lives to favourably shape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

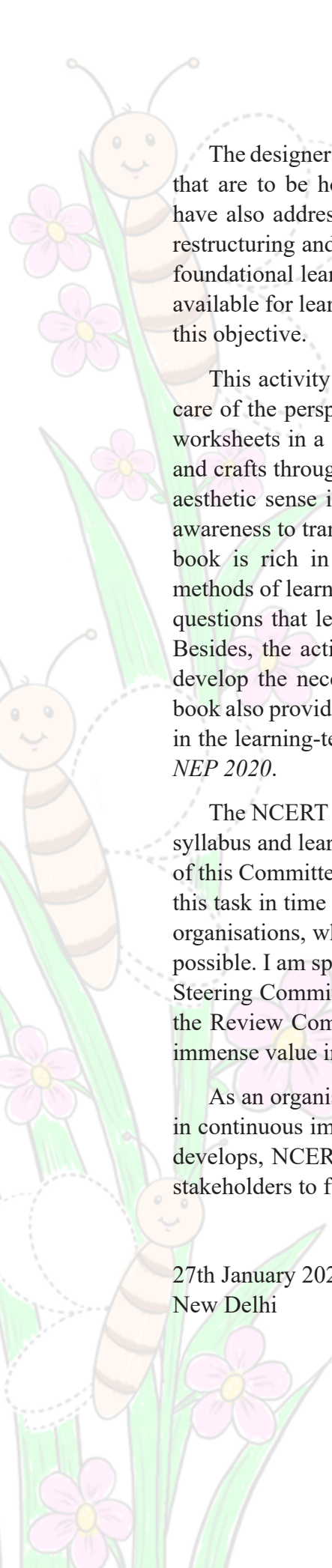
Keeping in view the importance of this stage, the *National Education Policy (NEP) 2020*, aptly recommends bringing the foundational five years (children from 3–8 years of age) into the domain of school education. An individual's lifelong learning, social and emotional behaviour and overall health depend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

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

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

The success of this effort would obviously depend on the steps, that *anganwadis*, schools and concerned institutions will take to encourage children at this stage to develop appropriate competencies. In order to achieve this, various learning and teaching materials available both in print as well as online, on the recommended curriculum websites, need to be utilised. Parents should also do the same under the careful guidance of *anganwadis*, schools and concerned institutions.





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

This activity book, developed for children of *Balvatika*, has been developed taking care of the perspectives of *NEP 2020* and has attempted to provide competency-based worksheets in a simple, interesting and engaging manner. The book has integrated arts and crafts through which teachers make children aware and motivated to appreciate the aesthetic sense inherent in such activities. The activity book also provides situational awareness to transact the underlying concepts easily in their own contexts. This activity book is rich in substance; providing varied experiences, and integrating play-way methods of learning through toys and games along with a variety of other activities, and questions that lead children to develop critical thinking and problem-solving abilities. Besides, the activity book includes rich subject matter and activities to help children develop the necessary sensitivity towards our environment. Additionally, the activity book also provides ample scope for our States/UTs to add content with local perspectives in the learning-teaching material that they may develop as per the recommendations of *NEP 2020*.

The NCERT appreciates the hard work done by the Committee set up to develop this syllabus and learning-teaching material for Foundational Stage. I thank the Chairperson of this Committee, Professor Shashi Kala Wanjari and all other members for completing this task in time and in such an admirable way. I am also thankful to all institutions and organisations, which have generously extended their help and assistance in making this possible. I am specially thankful to Dr K Kasturirangan, the Chairperson of the National Steering Committee, and its other members including those of the Mandate Group and the Review Committee for their timely and valuable suggestions, which have been of immense value in conceptualising and developing this activity book.

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

27th January 2023  
New Delhi

Dinesh Prasad Saklani  
*Director, NCERT*



## DEVELOPMENT TEAM

### ADVISOR

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

### GUIDANCE

Shashikala Wanjari, *former VC*, SNDT Women's University, Mumbai, Maharashtra, *Chairperson*, Syllabus and Textbook Development Committee

Suniti Sanwal, *Head*, DEE, NCERT, *Member Convenor*, Syllabus and Textbook Development Committee

### CONTRIBUTORS

Bharat Dhokai, *Director*, Vidyapeeth, Gandhidham, Gujarat

Divyanshu Bhai Dave, *DG & VC*, Children's University, Gandhinagar, Gujarat

Romila Soni, *Associate Professor*, DEE, NCERT, New Delhi

### REVIEWERS

Anup Rajput, *Head*, Publication Division, NCERT, New Delhi

Bharti Kaushik, *Associate Professor and Head*, DICT & TD, CIET, NCERT

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

Jyotsana Tiwari, *Head*, Department of Gender Studies, NCERT, New Delhi

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

M C Pant, *Professor and Chancellor*, NIEPA, New Delhi

Padma Yadav, *Professor*, DEE, NCERT, New Delhi

Ranjana Arora, *Head*, Department of Curricular Studies, NCERT

Rita Sonawat, *Former Dean*, Faculty of Home Science, SNDT Women's University, Mumbai, Maharashtra

Suniti Sanwal, *Head*, DEE, NCERT, *Member Convenor*, Syllabus and Textbook Development Committee

### MEMBER COORDINATOR

Romila Soni, *Associate Professor*, DEE, NCERT, New Delhi





## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training (NCERT) gratefully acknowledges the guidance and support of Chairperson and members of the National Steering Committee (NSC) and the members of the Mandate group.

The Council thanks the Chairperson and members of the Syllabus and LTM Committee for their continuous support.

The Council acknowledges the contributions of Moushmi Bose, *Former Headmistress*, Salwan Public School, Gurgaon and Monika Sodhi, *Coordinator*, Junior School, HDFC, Gurgaon in the development of *ANAND — Activity Book for Balvatika*.

The Council acknowledges the support provided by Diksha Dewan, *Academic Consultant*, DEE, NCERT and Amandeep Kaur, PhD Scholar and intern, University of Delhi for finalising the activity book.

The Council also thanks the contributions of the following— Rajiv Pahuja, *Graphic Designer* (freelancer); Mohammed Rakib, *Colouring Artist* (freelancer); Rubina Ansari, *Graphic Artist* (freelancer); Sayna Ansari, *Pencil Artist* (freelancer); Vivek Mandal, *Graphic Designer* (contractual) NCERT; Chanchal Rani, *LDC* (contractual) DEE, NCERT; Abhishek Pandey, *Typist*, (contractual) DEE, NCERT, and Pawan Kumar, *DTP Operator* (contractual) DEE, NCERT.

The efforts of the Publication Department, NCERT are also duly acknowledged. The Council acknowledges the copy editing and valuable contributions of Ilma Nasir, *Editor* (contractual); Kahkasha, *Assistant Editor* (contractual), and Chanchal Chauhan, *Assistant Editor* (contractual). The efforts of Surender Kumar, (*In charge*) *DTP Cell*; Masihuddin, *DTP Operator* (contractual), and Sachin Tanwar, *DTP Operator* (contractual) NCERT.



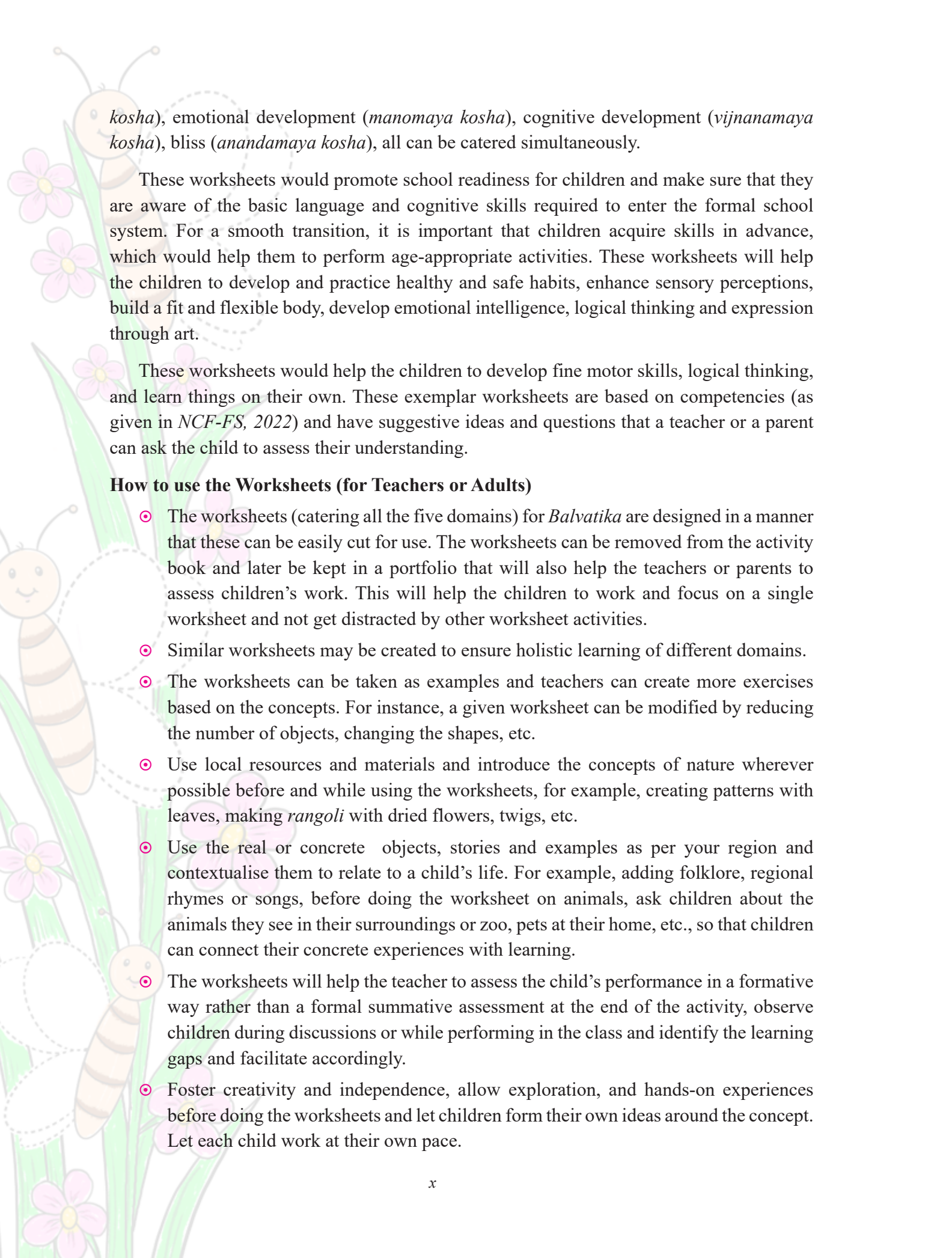
## ABOUT THE ACTIVITY BOOK

The foundational stage which includes children in the age group of 3 to 8 years is of utmost importance and this is the period when the young brain develops at a rapid rate than any other time in an individual's life. For a healthy brain development, the children need positive learning experiences catering to all the domains of development. The positive and planned experiences will build a foundation for future learning of young children, their health, their behaviour and success in future life. The everyday playful experiences shape a young child's brain. The exemplar worksheets (total 92) given in '*ANAND — Activity Book for Balvatika*' portray the same.

The best way of helping children learn at this stage is offering them play based activities based on 'simple to complex', 'familiar to unfamiliar' and 'concrete experiences to abstract ideas approach' according to their age and developmental level. The role of teachers and adults is to provide age and developmentally appropriate play-based activities and experiences. These would be in the form of real, hands-on experiences followed by worksheets. The purposefully planned worksheets would help children gain understanding of different competencies and strengthen their foundational skills.

A child learns best when there is joy in learning, hence providing independence and flexibility to children while doing any task is very important. Well designed integrated worksheets for *Balvatika* give children an opportunity to learn through practice, discussions and learning by doing. It promotes the use of concrete experiences (before using the worksheets) and use of locally available material and natural resources rather than traditional teacher-led classrooms. These worksheets would provide children an opportunity to connect their visual memories with concepts learned in the classroom and also connect with their prior experiences.

The exemplar worksheets have been developed to provide opportunities for children with diverse capabilities for joyful learning in order to exhibit grade level outcomes. As suggested in *NEP 2020*, the focus of education should be on the development of competency rather than on transferring content only. The nurturing of young minds through critical thinking, problem solving, communication skills, creativity, empathy, etc., along with regular foundational literacy and numeracy is the need of the hour and thus calls for a modified approach in designing learning-teaching materials. The *National Curricular Framework for the Foundational Stage (NCF-FS 2022)* places huge importance on taking all the domains of development in synchronisation and hence integration of the same has been kept at the core. 'Panchakosha' (as mentioned in *NCF-FS*) has been placed at the centre to draft academic content and visual images for the children, so that physical development (*annamaya kosha*), life energy (*pranamaya*



*kosha*), emotional development (*manomaya kosha*), cognitive development (*vijnanamaya kosha*), bliss (*anandamaya kosha*), all can be catered simultaneously.

These worksheets would promote school readiness for children and make sure that they are aware of the basic language and cognitive skills required to enter the formal school system. For a smooth transition, it is important that children acquire skills in advance, which would help them to perform age-appropriate activities. These worksheets will help the children to develop and practice healthy and safe habits, enhance sensory perceptions, build a fit and flexible body, develop emotional intelligence, logical thinking and expression through art.

These worksheets would help the children to develop fine motor skills, logical thinking, and learn things on their own. These exemplar worksheets are based on competencies (as given in *NCF-FS, 2022*) and have suggestive ideas and questions that a teacher or a parent can ask the child to assess their understanding.

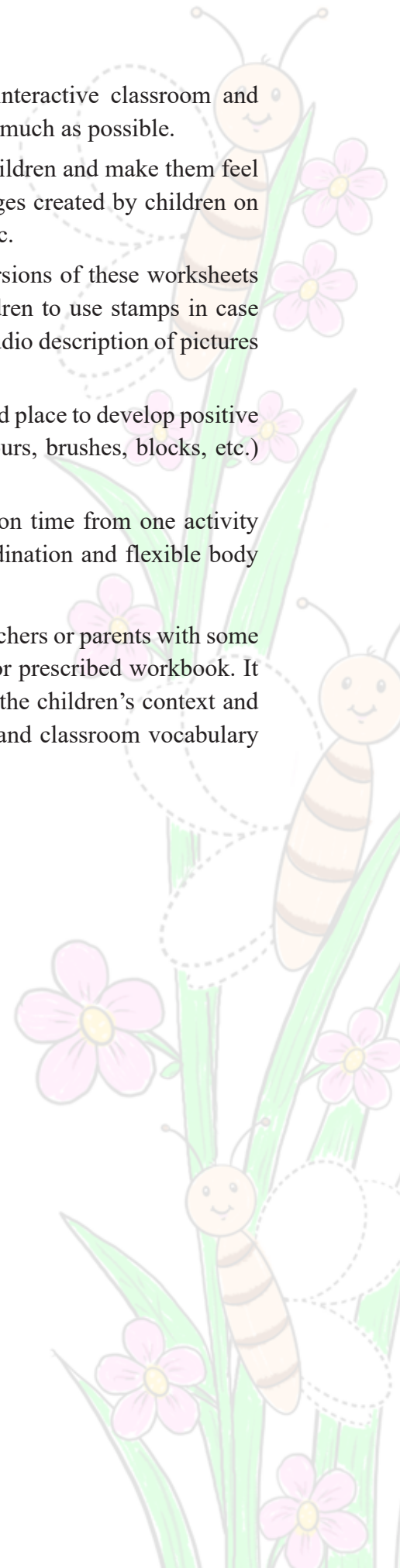
### **How to use the Worksheets (for Teachers or Adults)**

- ◉ The worksheets (catering all the five domains) for *Balvatika* are designed in a manner that these can be easily cut for use. The worksheets can be removed from the activity book and later be kept in a portfolio that will also help the teachers or parents to assess children's work. This will help the children to work and focus on a single worksheet and not get distracted by other worksheet activities.
- ◉ Similar worksheets may be created to ensure holistic learning of different domains.
- ◉ The worksheets can be taken as examples and teachers can create more exercises based on the concepts. For instance, a given worksheet can be modified by reducing the number of objects, changing the shapes, etc.
- ◉ Use local resources and materials and introduce the concepts of nature wherever possible before and while using the worksheets, for example, creating patterns with leaves, making *rangoli* with dried flowers, twigs, etc.
- ◉ Use the real or concrete objects, stories and examples as per your region and contextualise them to relate to a child's life. For example, adding folklore, regional rhymes or songs, before doing the worksheet on animals, ask children about the animals they see in their surroundings or zoo, pets at their home, etc., so that children can connect their concrete experiences with learning.
- ◉ The worksheets will help the teacher to assess the child's performance in a formative way rather than a formal summative assessment at the end of the activity, observe children during discussions or while performing in the class and identify the learning gaps and facilitate accordingly.
- ◉ Foster creativity and independence, allow exploration, and hands-on experiences before doing the worksheets and let children form their own ideas around the concept. Let each child work at their own pace.



- ◉ Promote socio-emotional development by creating an interactive classroom and promote child-to-child and child-to-teacher interaction as much as possible.
- ◉ Use child-friendly, appreciative and positive words for children and make them feel seen and heard, for example, present the drawings, collages created by children on classroom walls, in the *Balvatika* corridor or *verandah*, etc.
- ◉ Make sure to have special provisions and customised versions of these worksheets for children with special needs, for example, allow children to use stamps in case they have a problem with holding writing tools, provide audio description of pictures for visually impaired children, etc.
- ◉ Encourage children to keep their belongings in a designated place to develop positive habits. Also, ask them to keep back the items used (colours, brushes, blocks, etc.) after completing a worksheet.
- ◉ Keep repeating the rhymes and songs during the transition time from one activity to another and include dance and actions to ensure coordination and flexible body movements whenever possible.

The purpose of the worksheets given here is to provide the teachers or parents with some exemplary ideas and in no way does this serve as the complete or prescribed workbook. It provides liberty to imagine, add or skip the worksheet based on the children's context and needs. Some connection is to be established between the home and classroom vocabulary and create a sense of enjoyment while doing these worksheets.





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



**Studies and Exams**



**Personal Relationships**



**Career Concerns**



**Peer Pressure**

**Seek Support of Counsellors**



**Call  
8448440632**

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

## **MANODARPAN**

Psycho-social support for mental health and well-being  
of students during the COVID-19 outbreak and beyond.

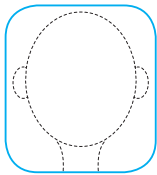
(An initiative by Minister of Education, Government of India  
as part of *Atma Nirbhar Bharat Abhiyan*).



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

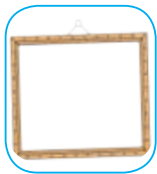
## HELP WITH THE WORKSHEETS

The following are the notes for the teachers to help children while doing the worksheets; however, these may be altered depending on the needs and interests of children. Each worksheet has a border with a certain design or pattern. Once the child completes the worksheet, the child can be encouraged to complete the design or pattern on the border.



### Activity 1: My Picture Frame

Encourage children to draw the parts of their own face and colour it. Later ask them to create the frame of their picture by continuing the given pattern using colourful crayons.



### Activity 2: All About Me!

Let children talk about themselves and their family. Ask children to paste their family photograph in the space provided. Then encourage children to draw or fill their favourite colour, draw their favourite shape in the given space. Let children sing the rhyme 'Myself' with actions.



### Activity 3: Understanding Self

Help the children understand that they are part of a family, and that every member plays a different role in their families. Hold a discussion with children about how to follow their family values and traditions.



### Activity 4: My Family and My Friends

Let children observe the picture and talk about it. For example, ask questions such as— “What is happening in the picture?” Once children have observed the picture, let them talk about it in detail. Then ask anticipatory questions from children for example— “Do you also visit someone’s house with your parents? When you go to someone’s house, how do you greet them? Whose house do you like to visit the most? If



someone asks you to introduce yourself, what you will say? What do you think the girl is saying to the guests?” and so on. You may prepare a similar picture reading poster on different themes. After picture reading, ask children to count the number of guests, the total number of persons in the picture and identify the similar pattern of clothes.



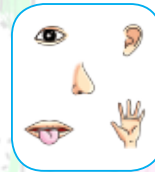
### Activity 5: Find the Similar Object

Let the children identify and name the objects in each row. Then ask them to find the picture matching with the one given in the left box and colour it. Ask children to trace over the dotted lines using the same colour as that of the dot.



### Activity 6: Complete the Bird

The worksheet has the figure of a bird. Let children join the dots to complete the bird and colour it or do the paper tearing and pasting in the bird. Encourage them to say the initial sound of the word ‘bird’—(buh) and ask them to name the common birds that they see in their surroundings.



### Activity 7: My Five Senses

Let the child identify the objects in each row and then match them with the sense organs in the right box. Encourage the child to talk about the sense organs and recite a rhyme on sense organs.



### Activity 8: Keeping Me and My School Clean

Help the child understand that it is important to keep ourselves and our surroundings clean so that we are free of germs, and everything around us looks beautiful. Talk to them about how everything in the classroom and school should be clean and organised. Let the child match the appropriate objects used for cleaning the body and school with the two pictures given above.



### Activity 9: Animals and Birds Around Me

Recite the poem 'मैं तो सो रही थी' with actions with the children in the classroom. Encourage children to keep adding the names and sounds of animals and birds and continue the rhyme. Involve children in making animals or birds flashcards or puppets with easily available material and let them create a story or rhyme using animal flashcards or puppets.



### Activity 10: I Have Feelings

Help the child understand that we all have feelings, but it is important to learn to cope up with our feelings. Then ask the child to match the feelings with appropriate faces with similar expressions. Do some activities that will help them learn to cope up with their feelings.



### Activity 11: Healthy Foods

Discuss healthy and unhealthy food habits. Encourage children to identify and name each food item. Ask children what they eat often in a day. Then ask the child to circle the healthy foods in each row.



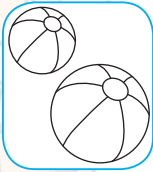
### Activity 12: Animals I Know

Let children talk about the animals that they know and have seen in their immediate surroundings. Let the child identify and name each animal and make sounds of the same. Then, ask the child to put the index finger on each animal and say the initial sound of its name. Ask them to start tracing the animals from the yellow dot, follow the arrow and finish on the red dot. While the children are joining the dots, encourage them to observe the food of the animals and let them think what the lion likes to eat.



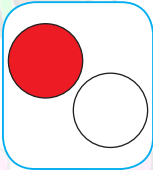
### Activity 13: Find the Odd One Out

Let children identify and name the pictures in each row and ask them to encircle the odd one out in each row and then trace over the dotted lines.



### Activity 14: Big or Small Object

Let children identify and name big and small objects like, big and small umbrellas and balls. Then encourage them to colour the big object **RED** and the small object **BLUE**.



### Activity 15: Match the Shapes

Encourage children to identify and match the shapes by drawing a line. Later ask them to tear and paste their favourite coloured paper in the shapes.



Horse

### Activity 16: Animals I Know

Let children talk about the animals that they know and have seen in their immediate surroundings. Let the child identify and name each animal and make sounds of the same. Then, ask the child to put the index finger on each animal and say the initial sound of its name. Ask them to start tracing the animals from the yellow dot, follow the arrow and finish on the red dot. While the children are joining the dots, encourage them to observe the food of the animals and let them think what the lion likes to eat.



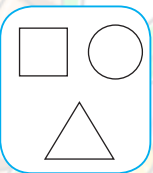
### Activity 17: Things I Do Before Going to School

Let children look at the pictures, number the pictures in the correct order. Ask them to describe the action in each picture. Encourage them to draw their school in the last box. You may ask children to cut out each picture and arrange in the correct order and describe the arrangement.



### Activity 18: My Favourite Food

Help children recite/sing the rhyme with actions. Talk about their favourite food and relate it with the Worksheets 18 and 19 done before on 'Healthy Foods'. Talk about how plants help us, what food do we get from plants and so on.



### Activity 19: Colour the Shapes

Explain the worksheet to the children. Encourage them to identify and name the shapes and colour the shapes as mentioned in the instructions: let them colour all the triangles in yellow, squares in green, and circles in blue colour.





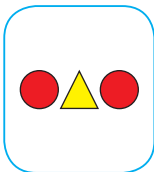
### Activity 20: Stay Safe

Help the children understand the safe and unsafe situations, and discuss what they should do in such a situation. Be careful not to scare them. Let each child feel special and let them understand they have the right to feel safe and protected. Also talk about how they can keep themselves safe. Make them learn the various helpline numbers. In this worksheet, ask them to observe the pictures and tick the safe and unsafe tags as per the pictures.



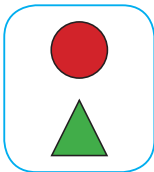
### Activity 21: Find and Circle the Differences

Let children observe both the pictures. Ask them to find out the differences between both the pictures and circle the differences. You may prepare similar worksheets for children on different themes.



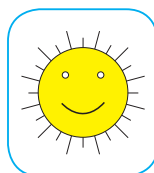
### Activity 22: Find and Colour the Pattern

Let children look at the pattern , and fill the colours in the pattern. Encourage them to describe the pattern for example, apple- banana- apple- banana and again apple and so on.



### Activity 23: Create with Shapes

The worksheet has a few shapes drawn on the top. Encourage children to create figures, designs or patterns using these shapes. Later ask them to colour their pattern, design or figure.



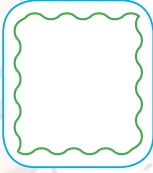
### Activity 24: My Creative Circles

The worksheet has six circle outlines, and children are encouraged to create anything of their choice from the given circles. One circle is given as an example.



### Activity 25: My Toys (Picture Reading)

Let children observe the picture and talk about it. You may create a story on the picture. Ask children to identify and name the toys, count them and name the toys that they play with, etc. Involve them in creating and making of a toy using the no-cost materials or any materials easily available around them in the nature.



### Activity 26: My Collage

Let children cut their favourite pictures related to body hygiene and cleanliness from old newspapers/magazines using a child-friendly scissor. Ask them to paste these as a collage in the given box. Encourage children to write a few lines about the pictures in the collage in their own way.



### Activity 27: Animals and Birds Around Me

Recite the poem 'Chirp-Chirp Says the bird' with actions with the children in the classroom. Encourage children to keep adding the names and sounds of animals and birds and continue the rhyme. Involve children in making animals or birds flashcards or puppets with easily available material and let them create a story or rhyme using animal flashcards or puppets.



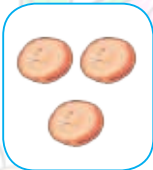
### Activity 28: लयात्मक शब्द मिलान (Match the Rhyming Words)

Let children observe the pictures, name them and match the names of pictures rhyming with each other by drawing lines.



### Activity 29: Rhyming Words

Let children observe and name the pictures and discuss how their names rhyme with each other— फल-नल, जग-टब, etc. Ask them to colour the happy face if the names of pictures rhyme and if they do not rhyme, ask them to colour the sad face.



### Activity 30: Counting Objects (Numbers 1-10)

Let children observe and count the number of objects, and encircle the number of objects as directed in each box, for example, 'encircle 10 rotis'—then the child is expected to circle only 10 rotis and so on.



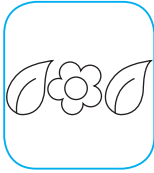
### Activity 31: Maze

Let children trace the maze with their index finger and help Siya take her cow to the cowshed. Then ask them to use a thick colour pencil to trace and draw a line in the maze and help Siya to take her cow to the cowshed.



### Activity 32: Biggest and Smallest

Ask children to tear and paste red coloured paper in the biggest object and yellow coloured paper in the smallest object.



### Activity 33: Follow the Pattern

Let children look at the patterns, describe them and follow the same pattern in the given space



### Activity 34 and 35: Draw and Reach the Correct Number

Let the children count and practice tracing the path with their finger. Then draw a line in the given path and match with the correct number of circles.



### Activity 36: Complete the Caterpillar

Let children draw the number of circles to complete the caterpillar in each row. We can provide a similar worksheet to practice, like add the given number of coaches to the train, etc.



### Activity 37: The Lion and the Mouse

Show the story cards and narrate the story to children. Ask questions like— What is this story about? Where did the story happen? What was the problem in the story? Which animals do you see in the pictures? What do you like in the story? Can you give another title to the story? Then encourage them to cut the story cards along the dotted lines (using the child-friendly scissors) and arrange them in the correct order and retell the story in their own words.



### Activity 38: The Hunter and the Pigeon

Let children read the story cards and discuss— “What is the story about? Where did the story happen? What was the problem in the story? What did the birds do to get out of the net? Which bird has been shown in the story cards? Name the other birds you see in your locality, and so on.

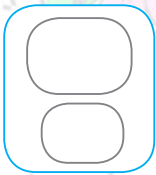


Then ask children to count the number of pigeons in each story card. Encourage children to cut the story cards along the dotted lines (using the child-friendly scissors) and arrange the story cards in the correct order and retell the story in their own words. Later children may be introduced to the popular song titled 'एक चिड़िया अनेक चिड़ियाँ'.



### Activity 39: Just the Right Size

Let the child identify and label the pictures as 'big', 'medium' and 'small' as per their size. You may create a story on the given pictures or let the children create a story where they use the mathematical vocabulary, such as big-bigger-biggest or small-smaller-smallest and so on. Then using the child-friendly scissors, let children cut the pictures with dotted lines and paste at the appropriate place, for example, the medium bowl needs to be pasted below the medium doll and so on.



### Activity 40: Big and Small

Ask children to paste big and small size shapes (cut from the old magazines or newspapers) in the given blank space.



### Activity 41: Red Fort

Talk about Independence Day — our national festival and its importance. Let the child colour the National Flag and the Red Fort.



### Activity 42: Kindness for Others

Have a discussion in circle time activity and talk about how we always need to treat animals with kindness. We must be kind in our actions. Let the children recite the poems with actions. Read aloud a story on animals. Help the children make a 'fish' by paper folding and let them paste the fish in the given space. They can also draw a fish.



Apple

### Activity 43: Healthy Foods

Discuss healthy and unhealthy food habits. Encourage children to identify and name each food item. Ask children what they eat often in a day. Then ask the child to circle the healthy foods in each row.



### Activity 44 and 45: At the Playground (Picture Reading)

Let children look at the picture of a playground and talk about what is happening in it. Ask creative and critical thinking questions, some of the examples are given in the worksheet. Take children to a nearby park and let them enjoy free outdoor play. Ask them to collect fallen leaves, twigs, flowers, etc., and do the sorting and pattern making show and tell activities in the classroom. Later let children use the things or collections they have found to make a collage and do leaf printing, flower printing, etc.



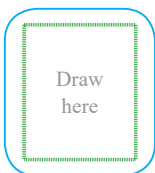
### Activity 46: My 10 Balloons

Create a story about Meena and Ravi. Tell them how once both wanted to play with colourful balloons. Let children add to the story and give a title to the story. Then ask them to count the balloons, colour them and then draw a string with each balloon and join the first bunch of balloons to the hands of Meena and the second bunch of balloons to the hands of Ravi. Finally ask them to count the total number of balloons and write it in the box.



### Activity 47: Count and Colour

Ask the child to count the number of coaches of the train and colour them as per the colours given to each number. Sing a rhyme on numbers. Let the children collect empty matchboxes or food containers (or anything else easily available and having no cost) and guide them to create a small train with the material. Observe the children working in groups and how they talk to each other and share their material. Talk about— Have you ever been on a train journey? Where have you been? What other modes of transport have you seen? Do you enjoy traveling, etc.



### Activity 48: I Clean Myself

Let children talk about the objects that are used to keep one's body clean. Encourage them to draw the appropriate objects as per the instructions given in the box and colour them.



### Activity 49: Road Safety (Picture Reading)

Help children understand that being safe on the roads is very important. Guide them to follow the rules and safety procedures and discuss the signs written on the roadside. Then ask them to find and encircle the signs that they see commonly in their surroundings, especially near the road. Ask them to tick the people who are safe and cross the ones who are unsafe.



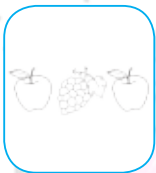
### Activity 50: A Clean Body

Let children look at the objects used to clean the body, and ask them to identify and name them. Then ask them to match and circle the pictures given in each row with the body parts given in the box on the left side. For example, in the first row, the child is expected to match and encircle the ‘soap and shampoo’ and ‘comb’ with the picture of hair on the left side. Encourage the children to talk about the things they use for cleaning their body.



### Activity 51: Draw as Directed (As per your Senses)

This worksheet has empty boxes for each of the senses like—‘Things I see’, ‘Things I hear’, ‘Things I touch’, ‘Things I smell’ and ‘Things I Taste’. Let the child draw objects as per the sense organs given.



### Activity 52: Patterns with Fruits

Let children observe the different patterns of fruits. Describe each pattern to them, and ask them to complete the pattern in each row by drawing the fruits.



### Activity 53: Counting Vehicles

Talk about the different modes of transport by discussing the vehicles that run on fuel, the classification of vehicles (as per land, water and air transport) and so on. Ask children to count and write the number of vehicles in the given boxes. Let them play with toy vehicles. Ask them to draw the picture of their favourite vehicle, and create DIY (do it yourself) toy vehicles using waste and no-cost materials.





### Activity 54: ग वाले चित्र ढूँढो

बच्चों को चित्रों का अवलोकन करने दें, उनका नाम लिखने के लिए कर्हे और ग वाले चित्र ढूँढकर उनमें रंग भरने दें।



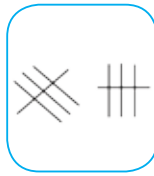
### Activity 55: फ वाले चित्र ढूँढो

बच्चों को चित्रों का अवलोकन करने दें, उनका नाम लिखने के लिए कर्हे और फ वाले चित्र ढूँढकर उनमें रंग भरने दें।



### Activity 56: Match the Shapes on the Dresses

Let children observe the picture and talk about the different shapes in the dresses in the picture. Then encourage children to match the dresses of children having same shapes. Finally ask them to count the number of shapes and write it in the given boxes.



### Activity 57: Find and Match the Figure

Let children observe each row carefully and find the matching image (as given in the left box) with the image in the right row. You may encourage the child to talk about the direction and position of the objects. Once children complete the matching, ask them to join the dotted lines.



### Activity 58 and 59: Little Bird

Let children observe and talk about what is happening in the picture. You may ask questions like— “Do you see any birds around your school or your house? Which are those birds, where do you think they live? If a bird comes to your house, what will you do with it? Why do you think the bird comes to the window and balcony of your house? Will you keep that bird as a pet at your house?”

Then encourage the child to—

- ⦿ Identify the pair of rhyming words in the poem.
- ⦿ What is the initial sound you hear in the word ‘Bird’? What are the other words that begin with the same initial sound ‘Buh’?

Talk about birds that the children see in their environment. Let children make the sounds of birds. Help children make a bird with the paper folding technique. Tell children story on birds with the help of puppets or any other thing.



**Activity 60: Measure Heights in Your Own Way  
(Non-standard Units)**

Let children look at the pictures of and count the number of squares. Ask them to colour the squares according to the height of the giraffe. Let children measure their own height using ribbons and compare it with the height of their friends.



**Activity 61: Measure Lengths in Your Own Way  
(Non-standard Units)**

Let children look at the modes of transport and colour the blocks according to the length of the vehicles and also count the number of blocks and write it in the box.



**Activity 62: India Gate**

Talk about India Gate and help children to recite the poem. Then ask children to join the numbers to complete the picture of India Gate. Sing rhymes and encourage children to say aloud the numbers in order and join the dots. Show picture charts or videos to children on the same.



**Activity 63: Find the Toys**

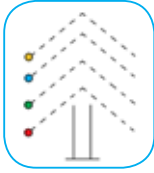
Discuss the picture. Let the child observe the picture and trace the dotted lines with the index finger first and then trace over the dotted lines using the colour pencil or crayon to reach the toys.



**Activity 64: Care and Hygiene Chart**

Explain the 'Care and Hygiene Chart' to children as shown in the worksheet. Let each child put a tick mark in each box for the activity they have done in a day of the week for their self-care and hygiene. Ask the child to use the same sheet to mark for each day and towards

the end of the week, they are expected to count and write the number of tick marks in the last column for the number of days they have done the activity.



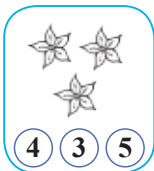
### Activity 65: Tracing Lines

Let children observe the pattern and first trace over the dots using their index finger. Then ask them to trace the dotted lines to complete the trees with the same colour as that of the dots. Encourage them to create a story of their own (you may ask them to do so in pairs or in small groups).



### Activity 66: Count and Write

Explain each picture to children. Let them put fingers on each item as they count. Then ask them to count and write the number of objects in the box.



### Activity 67: Numbers

Let children count and colour the flowers in each box. Then fill up the colour in the correct circle showing the number of flowers. Let children talk about the variety of flowers they see in their surroundings. If possible, ask children to collect the fallen flowers from their surroundings and encourage them to make sets of flowers, collage with flowers, and so on.



### Activity 68 and 69: Zero

Let children recite the whole poem. Talk about the birds they see in their immediate surroundings. Encourage them to repeat the poem and write the number as they sing— 'one flew away' and continue till they finish the activity.



### Activity 70: Play with Numbers

Let children identify and count the objects and find the total number of objects. Do such activities with other manipulatives and concrete materials during play time.





### Activity 71: ध्वनि-चित्र मिलान

Let children identify and name the pictures. Then ask them to encircle the beginning *aksharas* of the name of the picture. You may prepare similar worksheets for the remaining *aksharas* and their sounds.



### Activity 72: ध्वनि-चित्र मिलान

Let children identify and name the pictures. Then ask them to encircle the beginning *aksharas* of the name of the picture. You may prepare similar worksheets for the remaining *aksharas* and their sounds.



### Activity 73: Patterns with Geometric Shapes

Let children observe the different patterns of shapes. Describe each pattern to them and ask them to complete the pattern in each row by drawing the shapes.



### Activity 74: Adding up the Vegetables

Let children identify and name the vegetables. Ask them to count the number of vegetables and write the total number in the given baskets.



### Activity 75: Planes — 1 Less Plane Counting

Talk about air transport. Let children count the number of planes, and cross out one plane and then finally write the number of planes. Ask them to make a paper plane.



### Activity 76: Join the Dots

Discuss the importance of washing hands before and after eating and after using the toilet. Let children join the dots of *aksharas* in sequence and complete the picture and read the *aksharas* aloud in order. Only few *aksharas* are shown in the worksheet as example. Display the *aksharas* chart with corresponding pictures at the eye level of children in the classroom as a part of literacy-rich classroom.



### Activity 77: Vegetables

Talk about the vegetables children know about and eat at home. Then let children identify, name, and count the number of vegetables given in each row. Then encourage them to draw the vegetables in the boxes given on the right side to match the number of vegetables given on the left side.



### Activity 78: Beginning Letter Sounds

Let children identify and name each of the six pictures. Then encourage them to say the initial sound of the name of each animal or bird, for example, 'Hen' (h), Peacock (p), etc. You may also encourage them to say which other animal's name starts with the initial sound— 'h', 'p', etc. After this, ask them to write the first letter of the name of each picture in the boxes given below each picture.



### Activity 79: My Colourful Puzzle

Explain the puzzle maze to the children. Let children colour the puzzle maze using the same colour as given in the worksheet.



### Activity 80–91: Exemplar Theme Based Worksheet

In addition to the above worksheets, there are 12 more worksheets based on the themes— 'My Family' and 'Animals'. These thematic worksheets are exemplar. Teacher can create more such worksheets on different themes.



### Activity 92: Game on Good and Bad Habits (Snake and Ladders).

This worksheet on good and bad habits is based on the popular board game— snakes and ladders. After doing Activity 91, ask children to tear the sheets, paste the game on any thicker board and play with dice and counters. You may provide waste coloured bottle caps as counters. Discuss the rules of the game with children and let children know about the importance of following good habits in life.



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

**When you get an unsafe touch, you may feel bad, confused and helpless  
You need not feel "bad" because it's not your fault**



**Press This Button**

**POCSO e-box available at [NCPCR@gov.in](mailto:NCPCR@gov.in)**



**If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...**

*Call **1098**...because some numbers are good!  
They change lives!!!*



**CHILDLINE 1098** - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



*Ek Kadam Swachhhta ki or*



# CONTENTS

*Foreword*

*About the Activity Book*

*Help With the Worksheets*

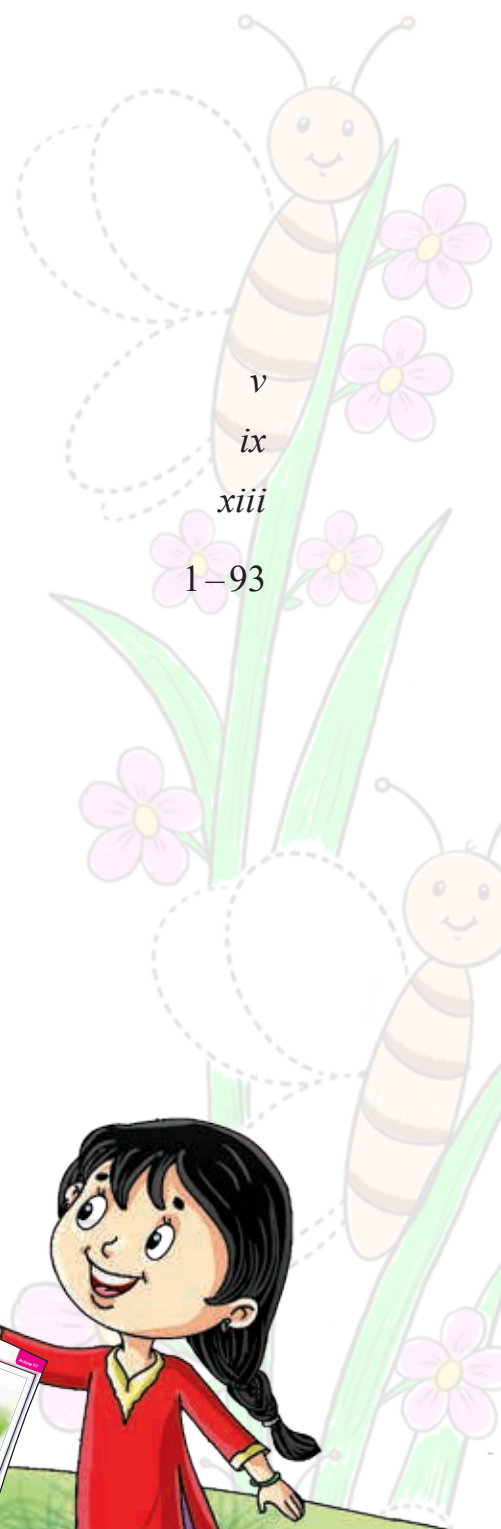
Worksheets for the Children

v

ix

xiii

1–93

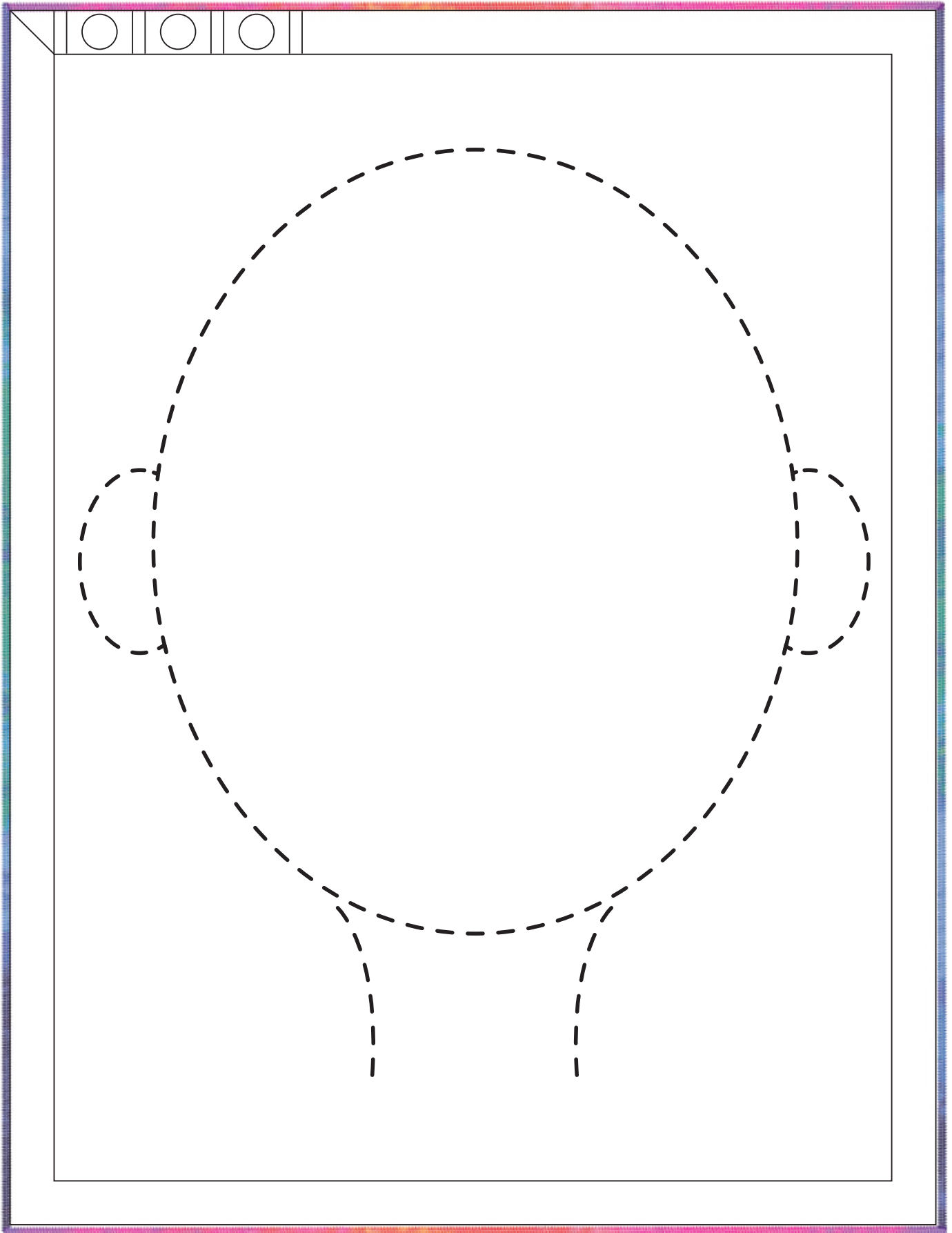




Educate her, as She will Spread the Light of Knowledge

# My Picture Frame

Activity 1







## My Family Photo



## My Birthday

○○ / ○○ / ○○○○

## My Favourite

Colour: \_\_\_\_\_

Shape: \_\_\_\_\_

Food: \_\_\_\_\_

## This is Me!

(Draw yourself)

## Myself

I am special  
I am special  
Look at me;  
you will see,  
Someone very special,  
Someone very special,  
Because It's me,  
Because It's me.



◆ What is my name?

\_\_\_\_\_

◆ How old am I? Circle the number.

1

2

3

4

5

6

- ◆ Am I a Boy or a Girl?
- ◆ Circle and colour it accordingly.



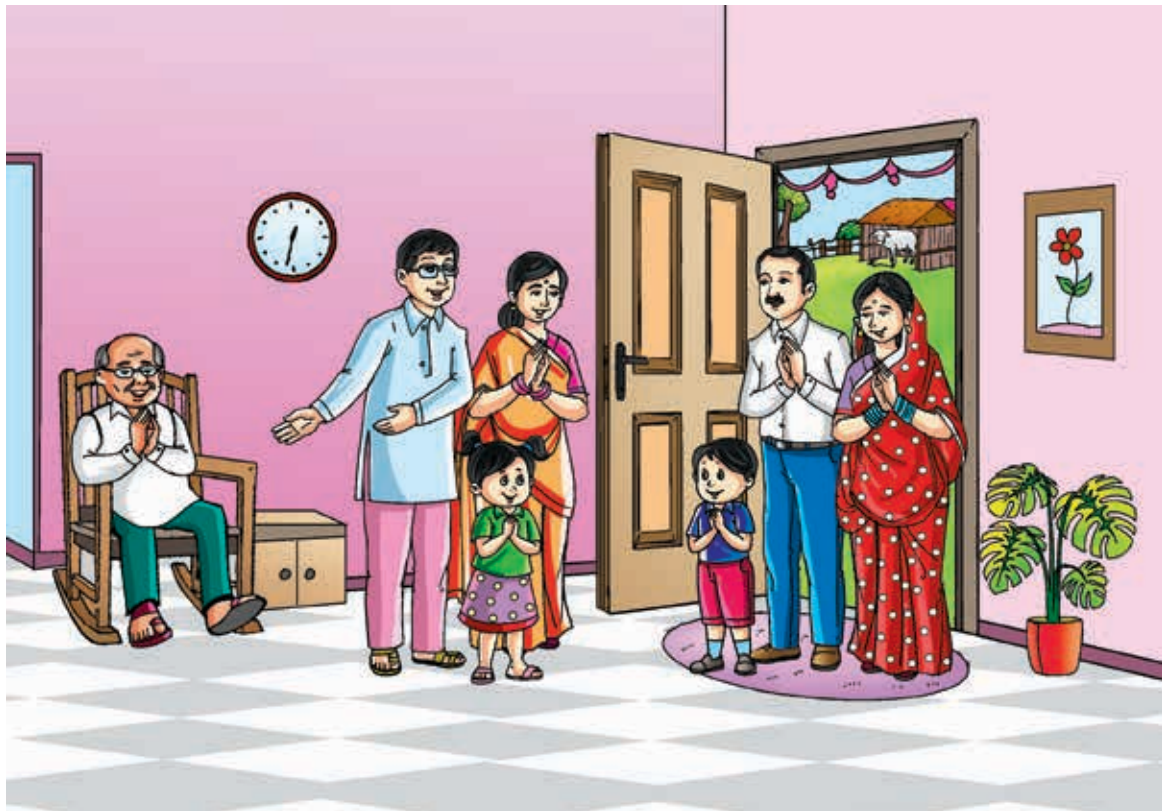
- ◆ My mother's name is \_\_\_\_\_
- ◆ My father's name is \_\_\_\_\_
- ◆ My caregiver's name is \_\_\_\_\_





Look at the picture and talk about it.

- ◆ What is happening in the picture?
- ◆ Do you also visit someone's house with your parents?
- ◆ When you go to someone's place, how do you greet them?
- ◆ If someone asks you to introduce yourself, what will you say?
- ◆ How do you help your parents when you have guests at home?



- ◆ Count the number of guests and write in the box.
- ◆ Write the total number of persons you see in the picture.
- ◆ Identify two persons wearing similar pattern clothes.





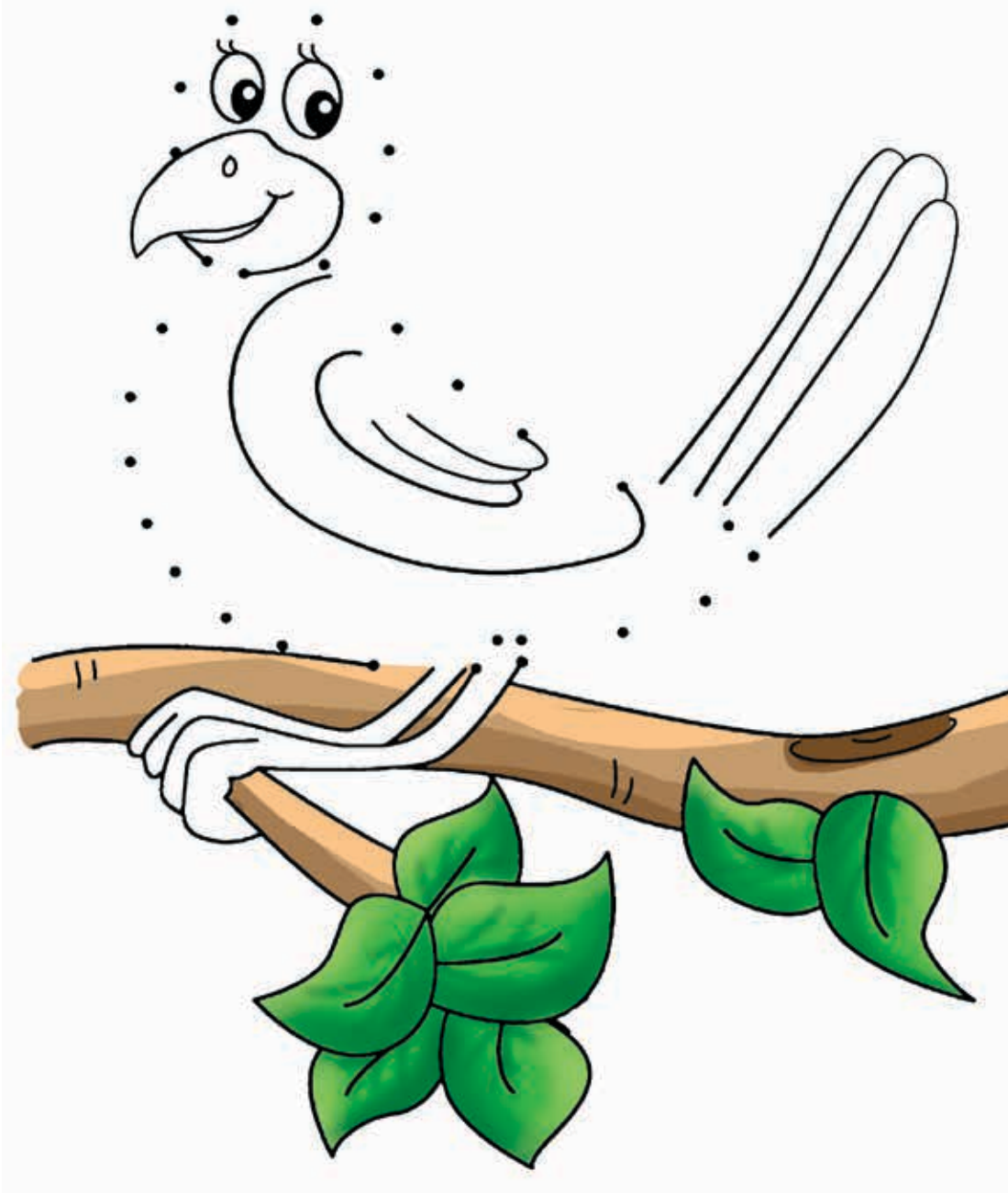
# Find the Similar Object

## Activity 5



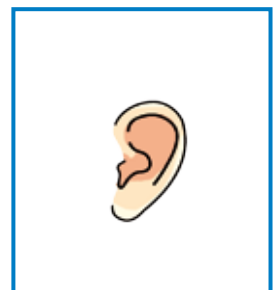
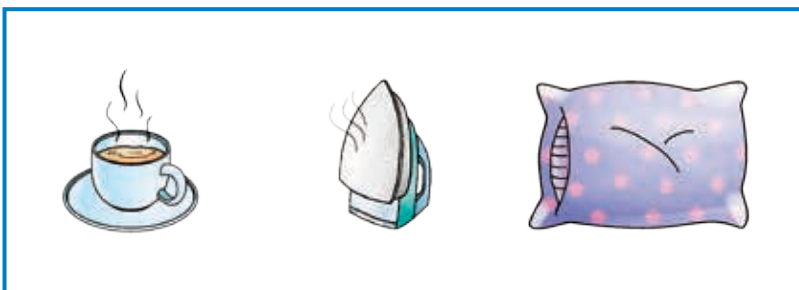
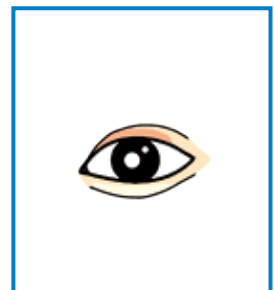
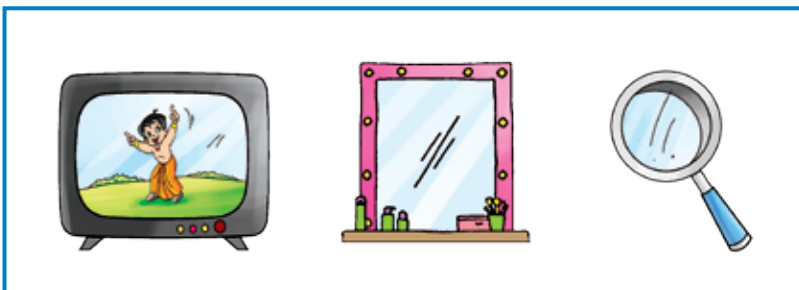
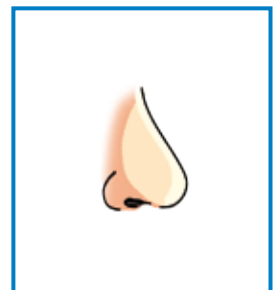
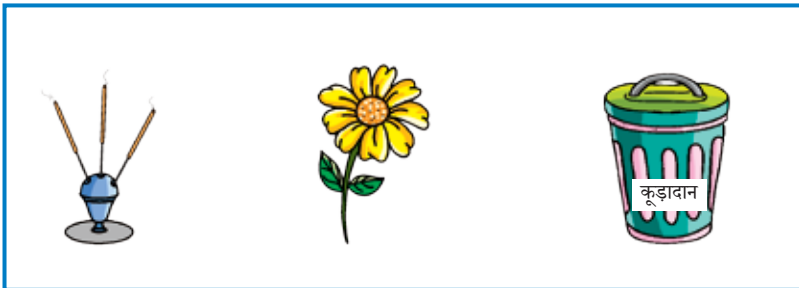
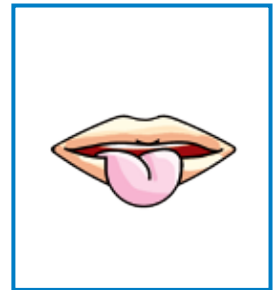
# Complete the Bird

Join the dots and complete the bird.





Match the sense organ you will use for each group.





- ◆ Match the objects used for cleaning the body.
- ◆ Match the objects used for cleaning the school.







देखो, पहचानो और नाम बताओ।

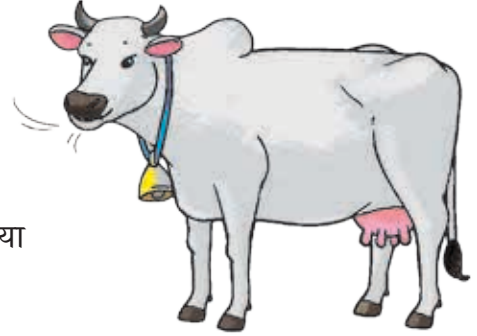
### गीत गाओ

#### मैं तो सो रही थी



चिड़िया

मैं तो सो रही थी  
मैं तो सो रही थी  
मुझे चिड़िया ने जगाया  
बोली चीं-चीं-चीं



गाय

मैं तो सो रही थी  
मैं तो सो रही थी  
मुझे गाय ने जगाया  
बोली मा-मा-मा



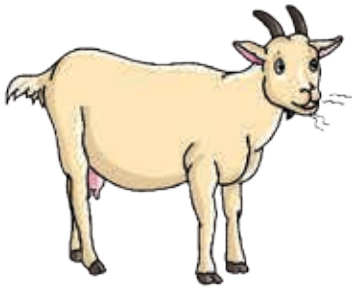
कुत्ता

मैं तो सो रही थी  
मैं तो सो रही थी  
मुझे कुत्ते ने जगाया  
बोला भौं-भौं-भौं



बिल्ली

मैं तो सो रही थी  
मैं तो सो रही थी  
मुझे बिल्ली ने जगाया  
बोली म्याऊँ- म्याऊँ-म्याऊँ



बकरी

मैं तो सो रही थी  
मैं तो सो रही थी  
मुझे बकरी ने जगाया  
बोली मैं-मैं-मैं



Match the feelings with faces.



प्रत्येक पंक्ति में स्वस्थ भोजन पर गोला लगाइए।



गाजर



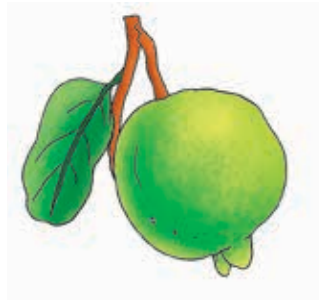
बर्गर



पालक



कोल्ड ड्रिंक



अमरूद



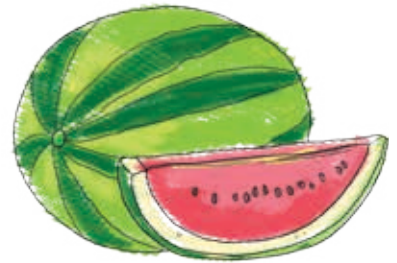
समोसा



नूडलस



केला



तरबूज



- ◆ पहचानो और प्रत्येक पशु का नाम बताओ।
- ◆ क्या आप इन पशुओं की आवाज़ें निकाल सकते हो?



कुत्ता



गाय



हाथी



बंदर



बिल्ली



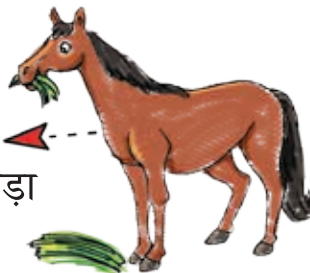
शेर



बकरी



खरगोश

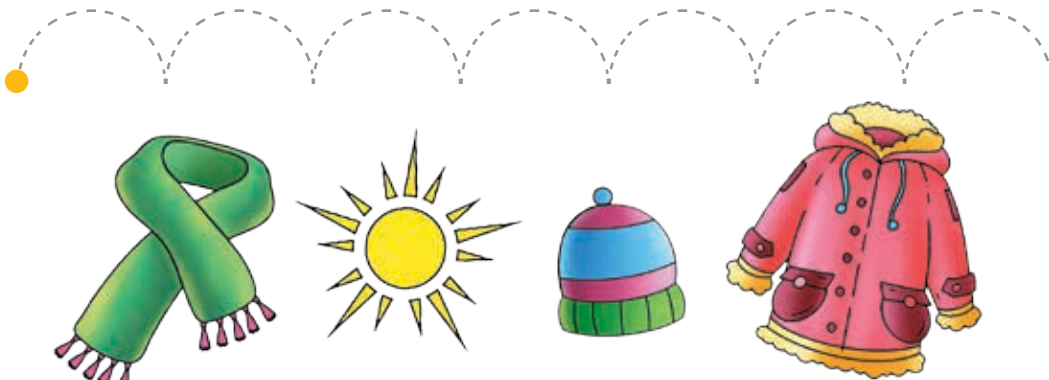
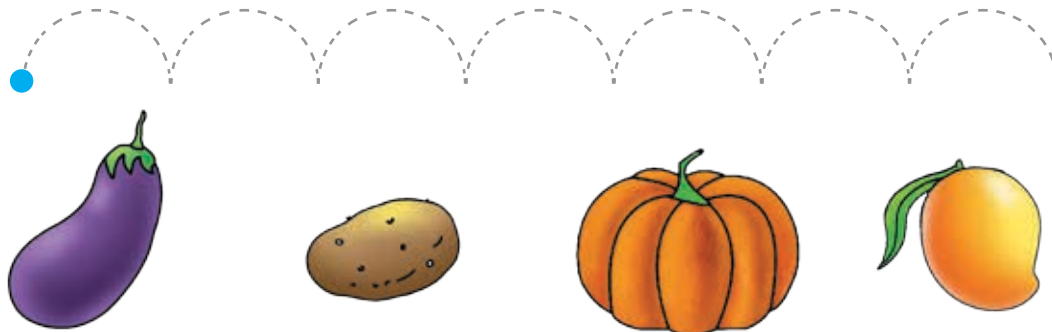
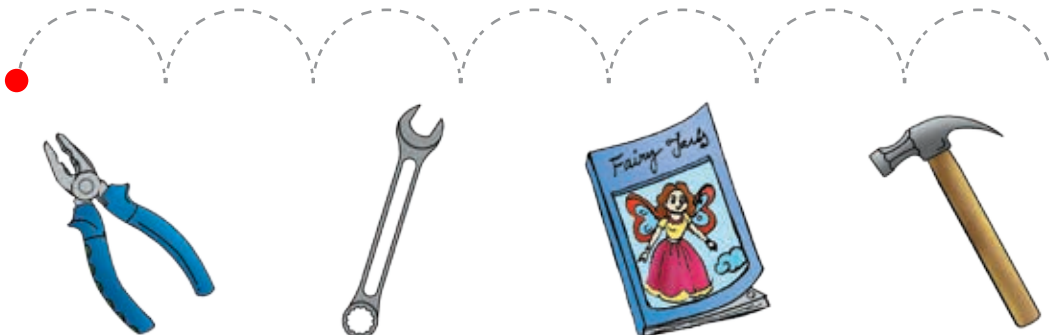


घोड़ा



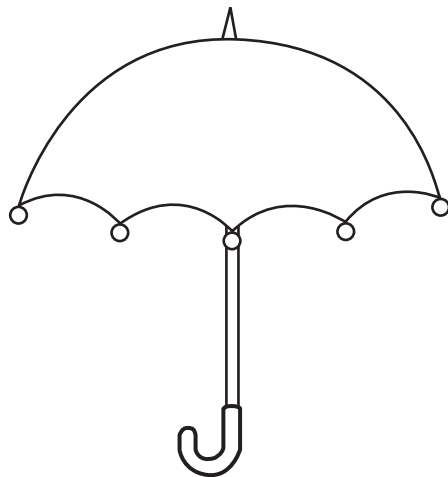
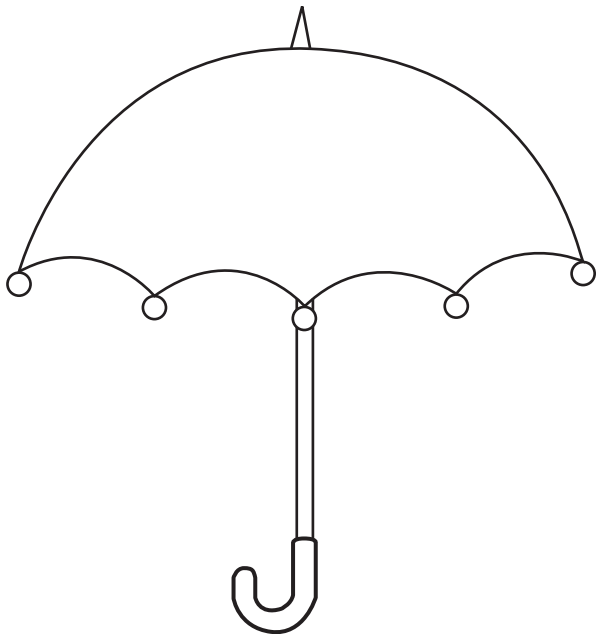
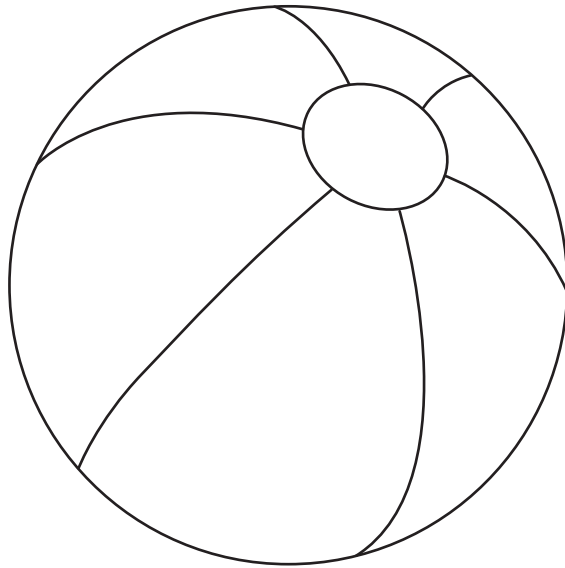
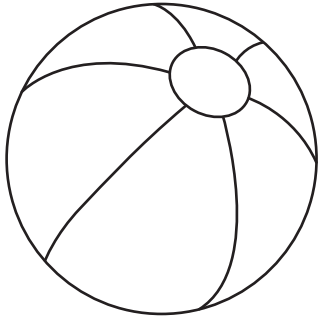
# Find the Odd One Out

## Activity 13



# Big or Small Object

- ◆ Colour the big object **RED**.
- ◆ Colour the small object **BLUE**.

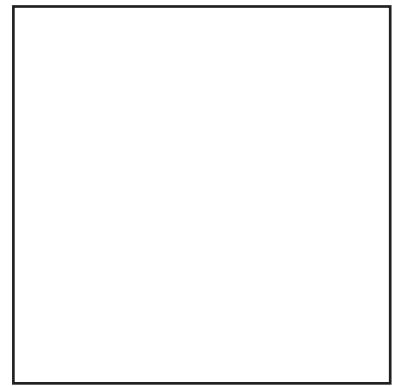
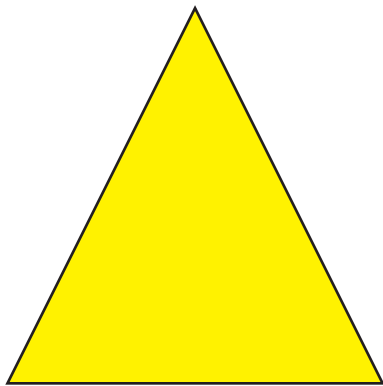
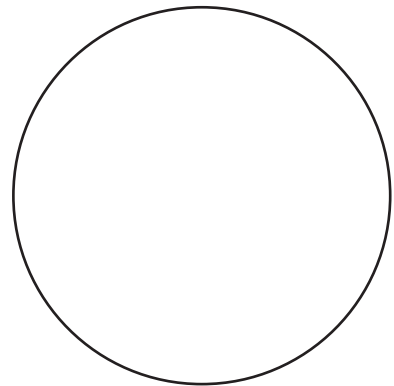
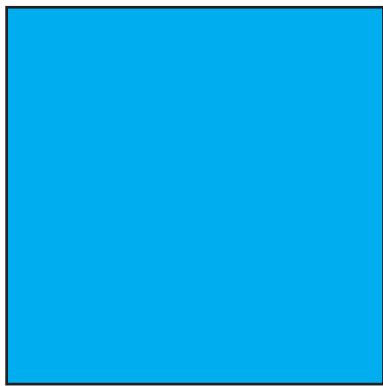
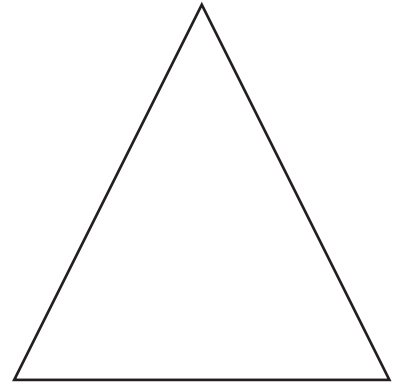
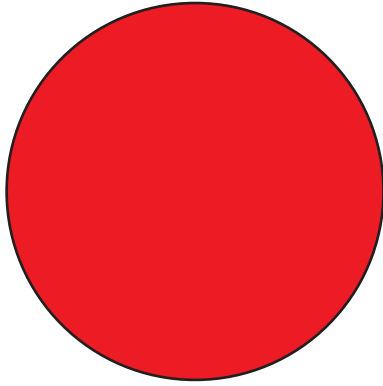


# Match the Shapes

## Activity 15

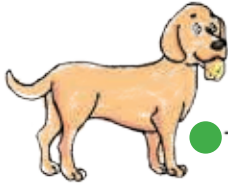


- ◆ Draw a line to connect the shapes that match.
- ◆ Then tear and paste your favourite coloured paper in the shapes.

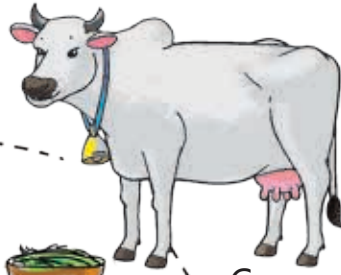




- ◆ Identify and name each animal.
- ◆ Try to make the sounds of each animal.



Dog



Cow



Elephant



Monkey



Cat



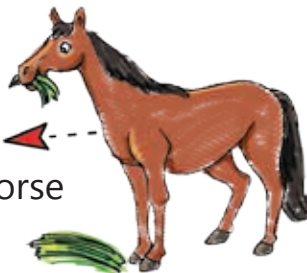
Lion



Goat



Rabbit



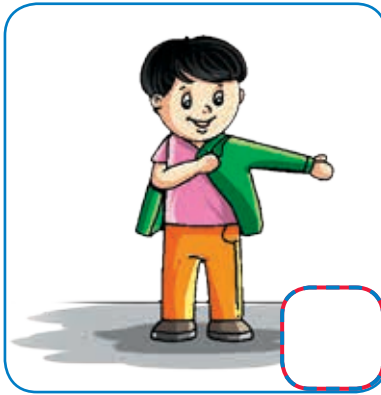
Horse





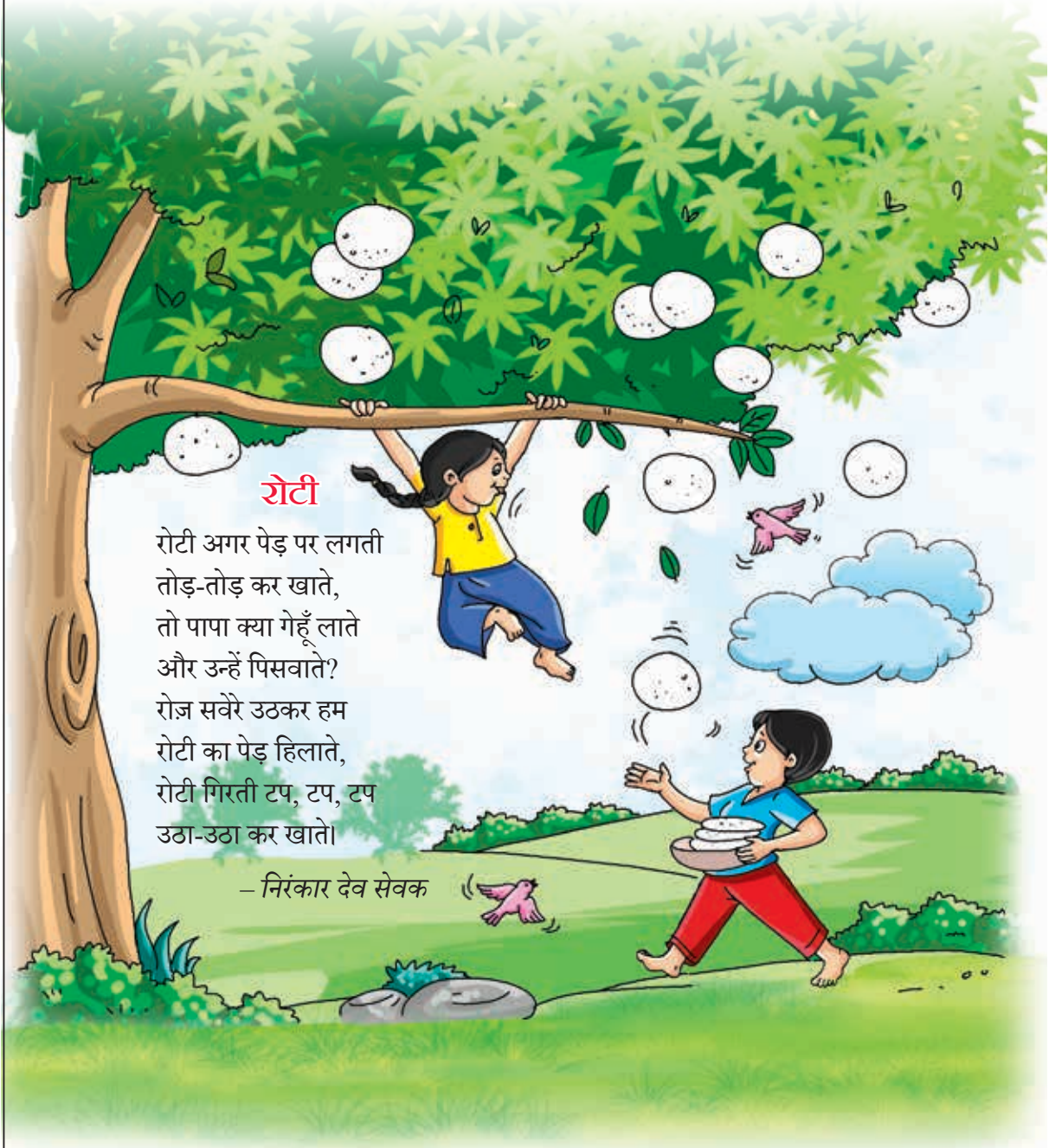


- ◆ Number the following pictures in the correct order.
- ◆ Describe the actions in each picture.



Draw your school here.

- ◆ What does the poem talk about?
- ◆ What is hanging on the tree?
- ◆ What is the shape of the *roti*?
- ◆ Name some other food items that are circular in shape.
- ◆ Touch and count each *roti* and colour it.






### रोटी

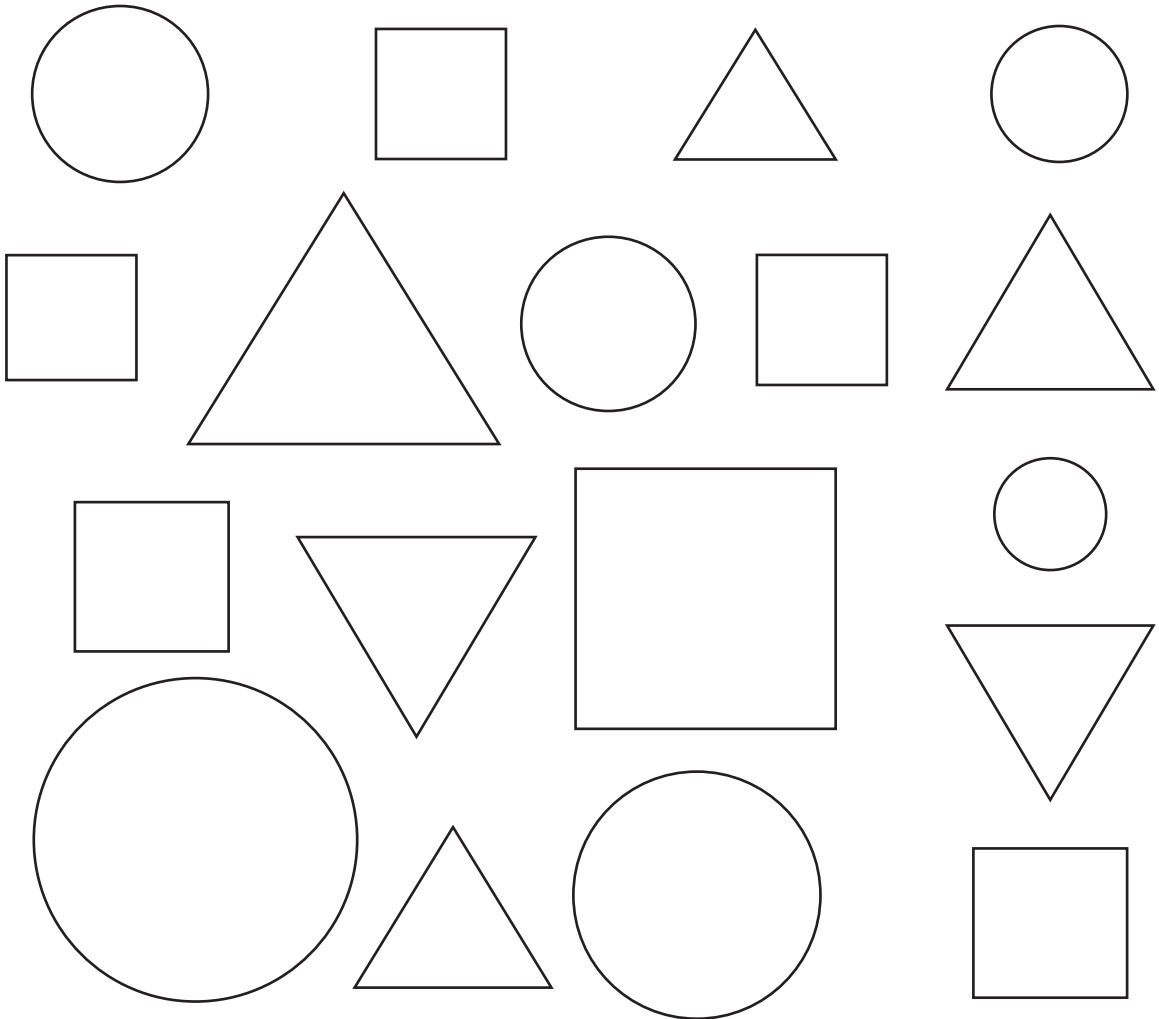
रोटी अगर पेड़ पर लगती  
तोड़-तोड़ कर खाते,  
तो पापा क्या गेहूँ लाते  
और उन्हें पिसवाते?  
रोज़ सवेरे उठकर हम  
रोटी का पेड़ हिलाते,  
रोटी गिरती टप, टप, टप  
उठा-उठा कर खाते।

— निरंकार देव सेवक



Help Siya in colouring the shapes.

- ◆ All the triangles  in yellow colour
- ◆ All the squares  in green colour
- ◆ All the circles  in blue colour



Count and write.

 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_





Tick for safe  and cross for unsafe .



Safe



Unsafe



Safe



Unsafe



Safe



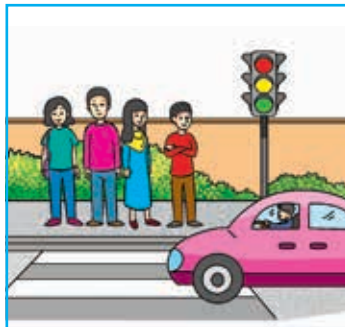
Unsafe



Safe



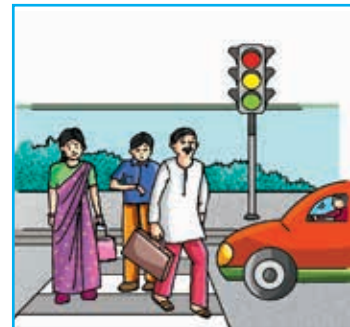
Unsafe



Safe



Unsafe



Safe



Unsafe



Safe



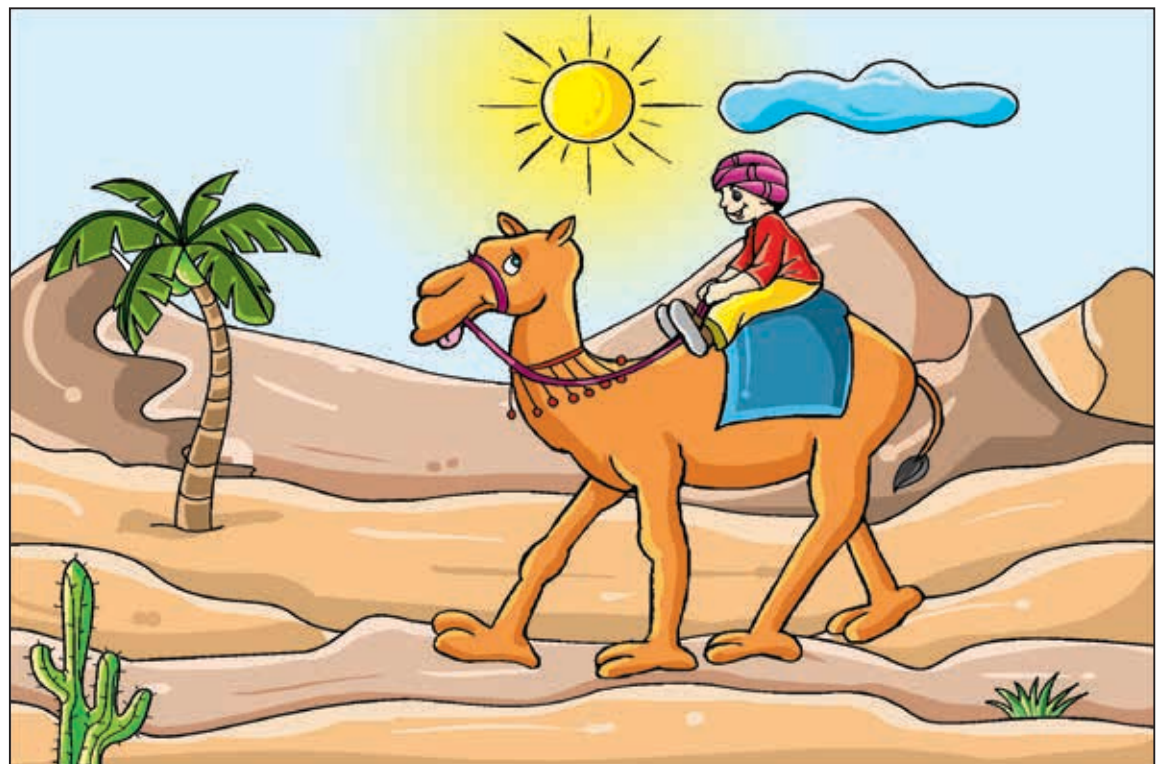
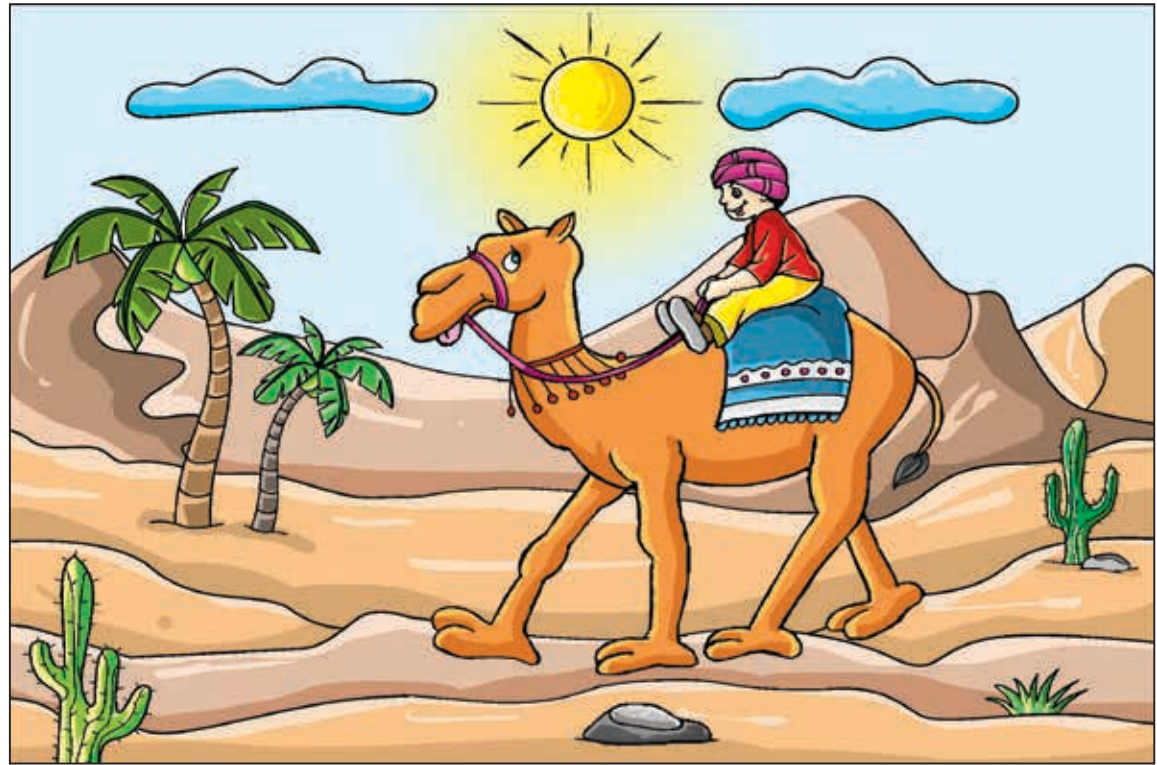
Unsafe





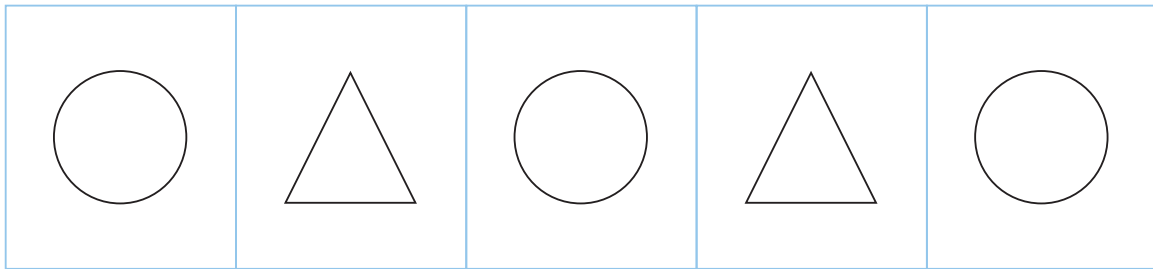
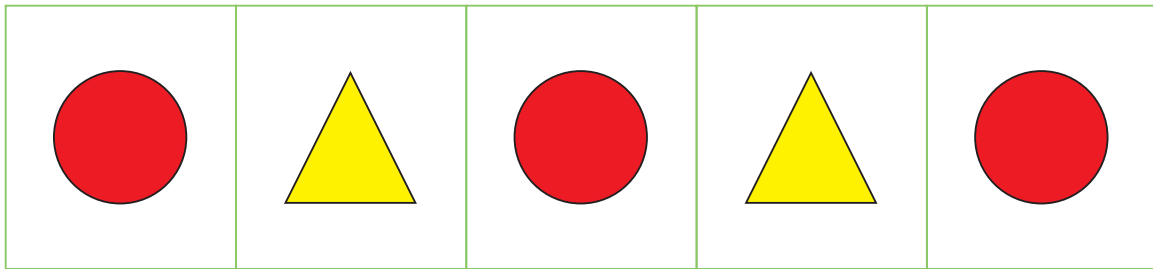
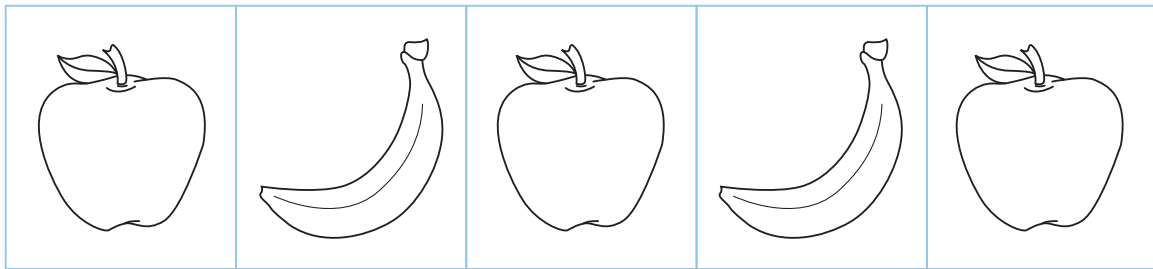
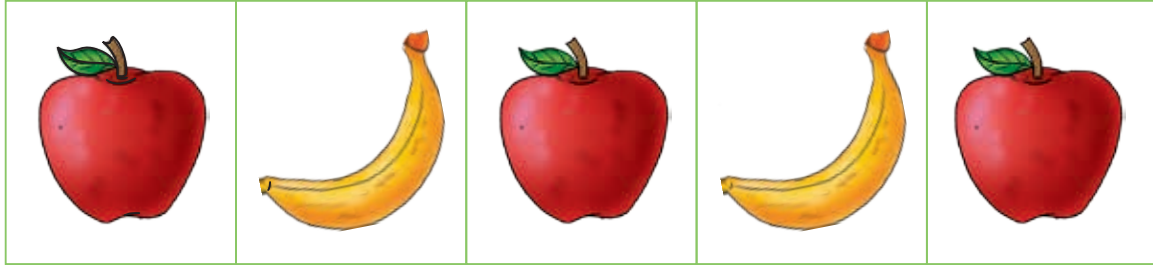
# Find and Circle the Differences

## Activity 21



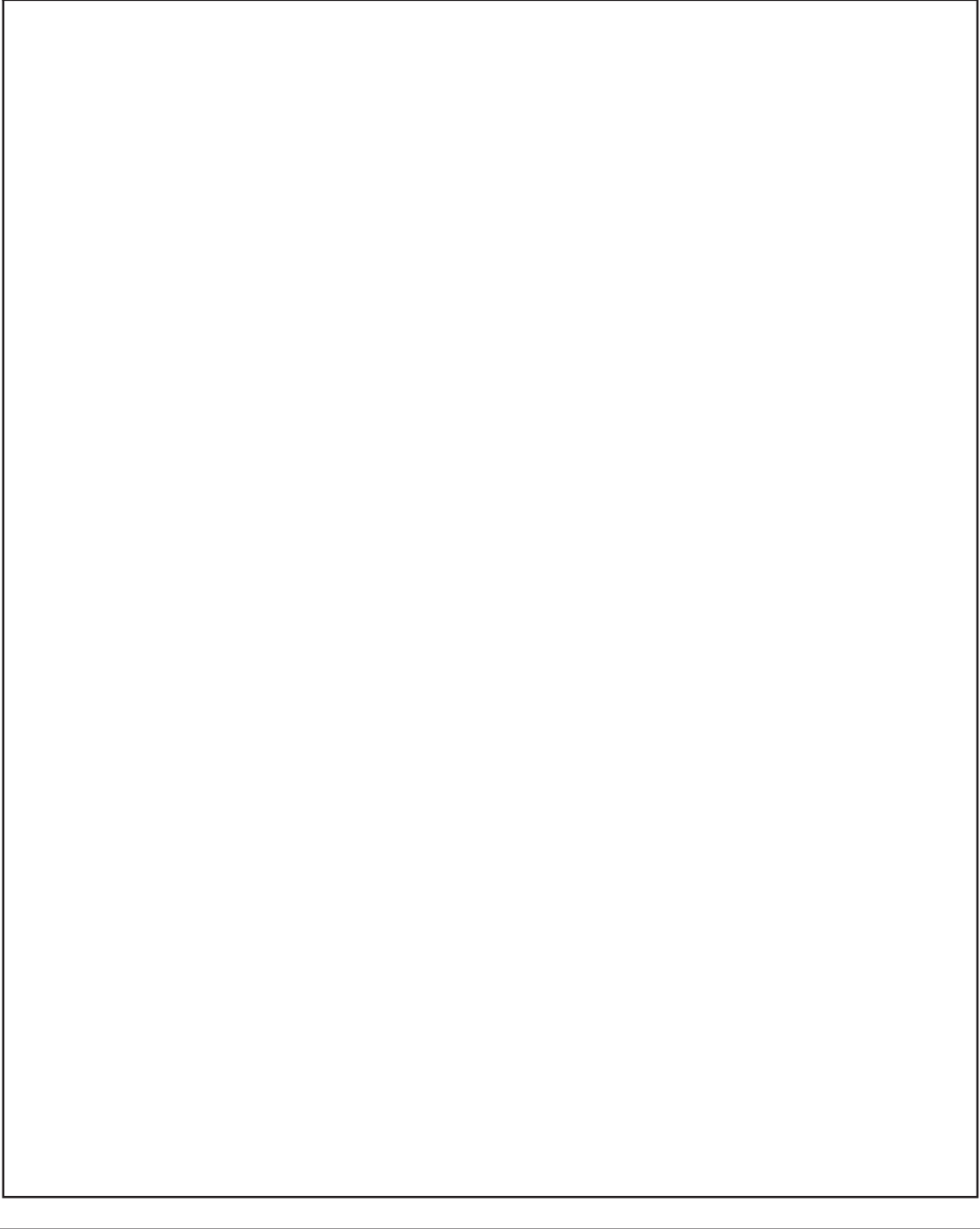
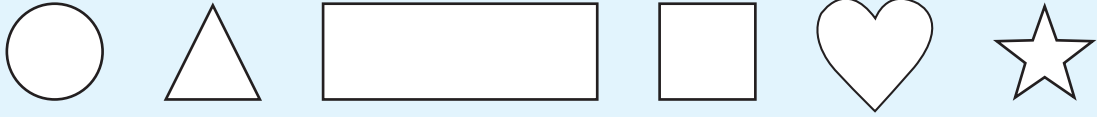


Look at the coloured pattern and fill the colours following the pattern.



# Create with Shapes

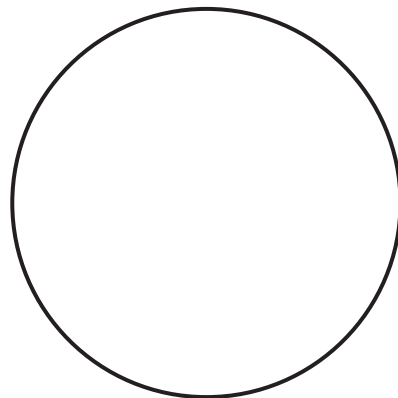
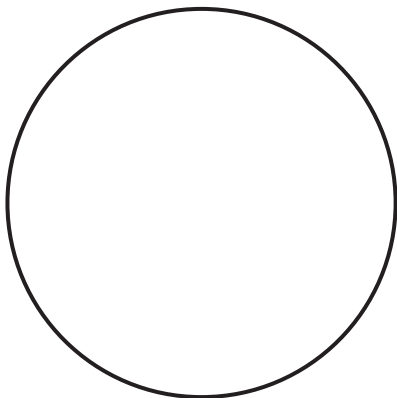
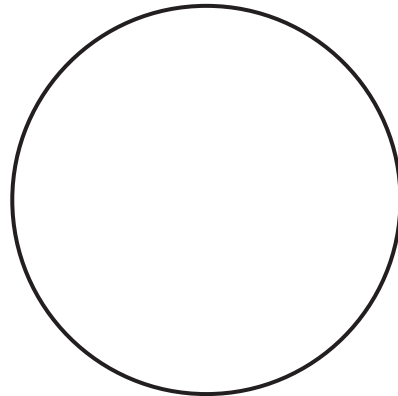
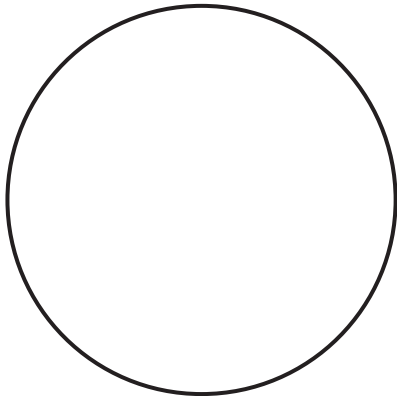
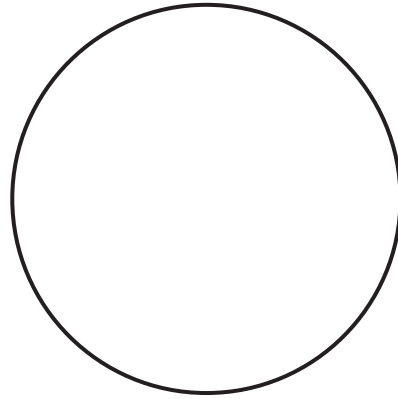
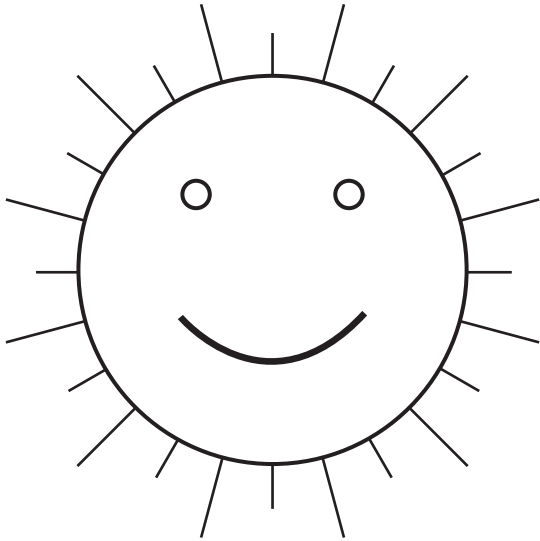
## Activity 23



# My Creative Circles



- ◆ Create anything of your choice with the following circles.
- ◆ One has been done for you as an example.







Siya, Rahul and Amandeep are playing with their favourite toys. There are different toys present at their home.



- ◆ How many toys can you see in the picture? Write the number in the box.
- ◆ Where do you keep your toys after you have finished playing with them?

Draw your favourite toy here.

# My Collage



- ◆ Collect pictures related to body hygiene and cleanliness from the newspapers.
- ◆ Cut and paste them in the given box.
- ◆ Talk about your picture collage.
- ◆ Give an interesting name to your collage.



Create a Collage





Identify and name each animal.

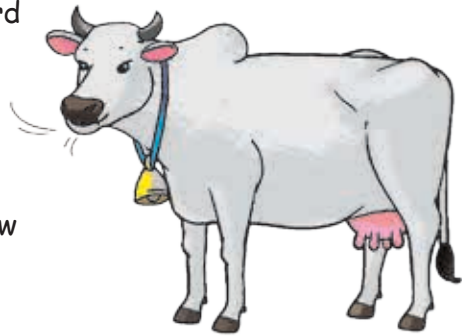
### Sing the Rhyme



The Bird

Chirp-Chirp

Says the bird



The Cow

Moo-Moo

Says the Cow



The Dog

Bow-Wow

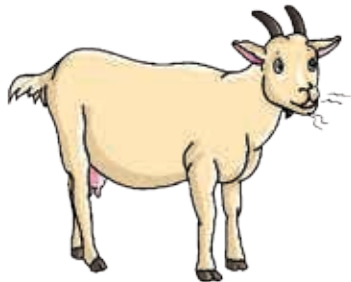
Says the dog

Meow-meow

Says the cat



The Cat



The Goat

Bleat-bleat

Says the goat



नल



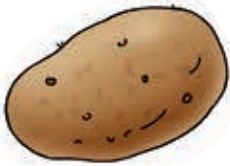
मग



जग



लकड़ी



आलू



फल



मकड़ी



भालू







If the names of given pictures rhyme, colour the happy face. If the names of given pictures do not rhyme, colour the sad face.



फल



नल



जग



टब



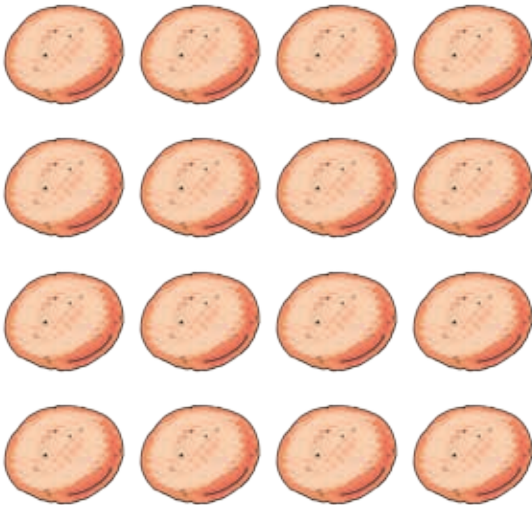
Draw any two pictures with rhyming names in the given box.





Encircle the correct number of objects.

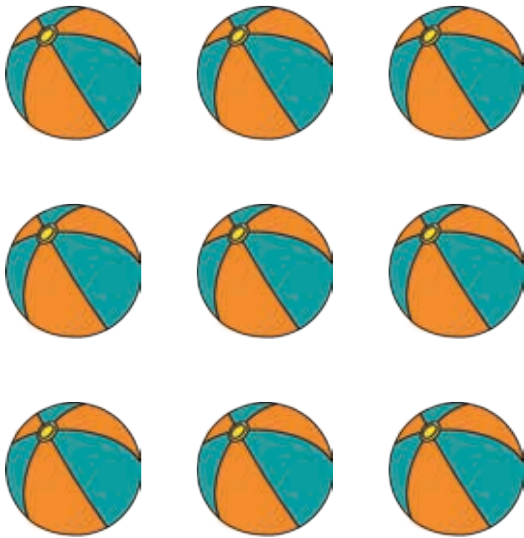
Encircle 10 rotis



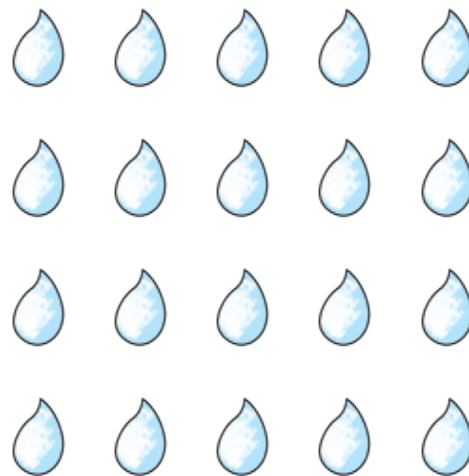
Encircle 6 stars



Encircle 7 balls

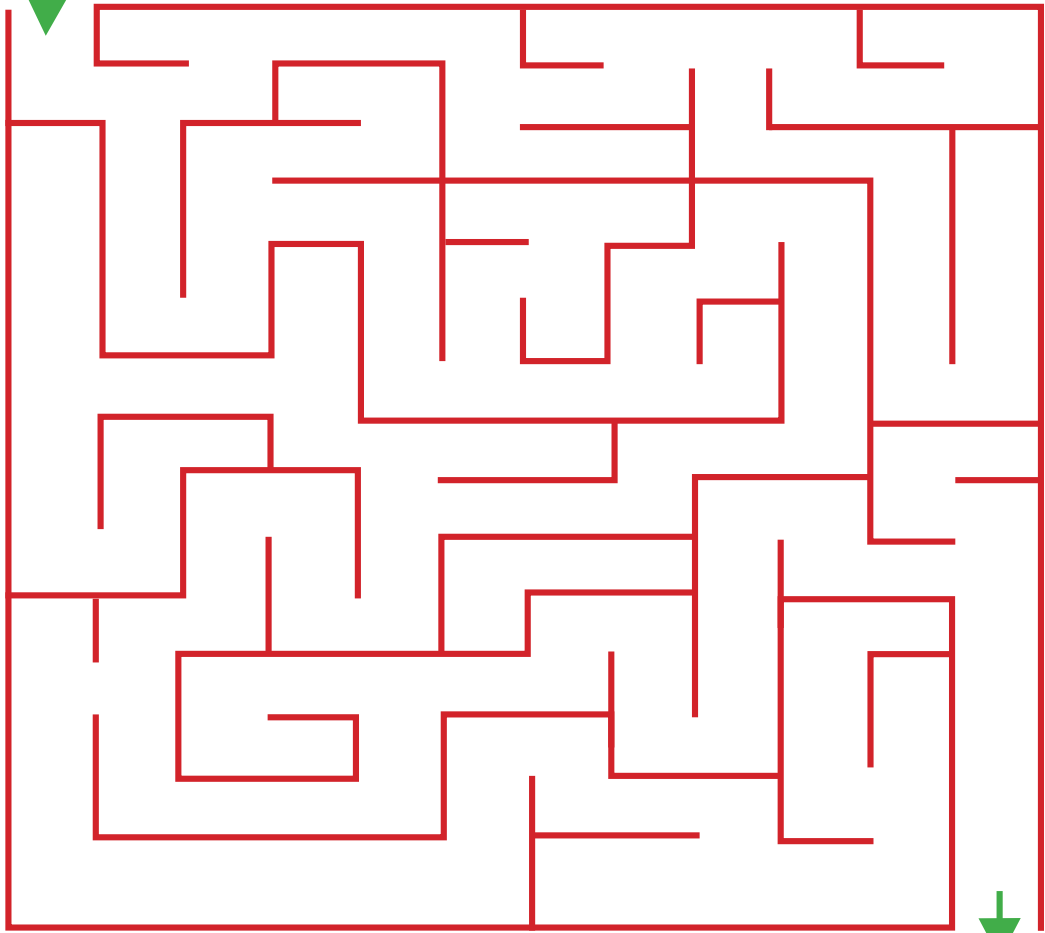


Encircle 9 drops







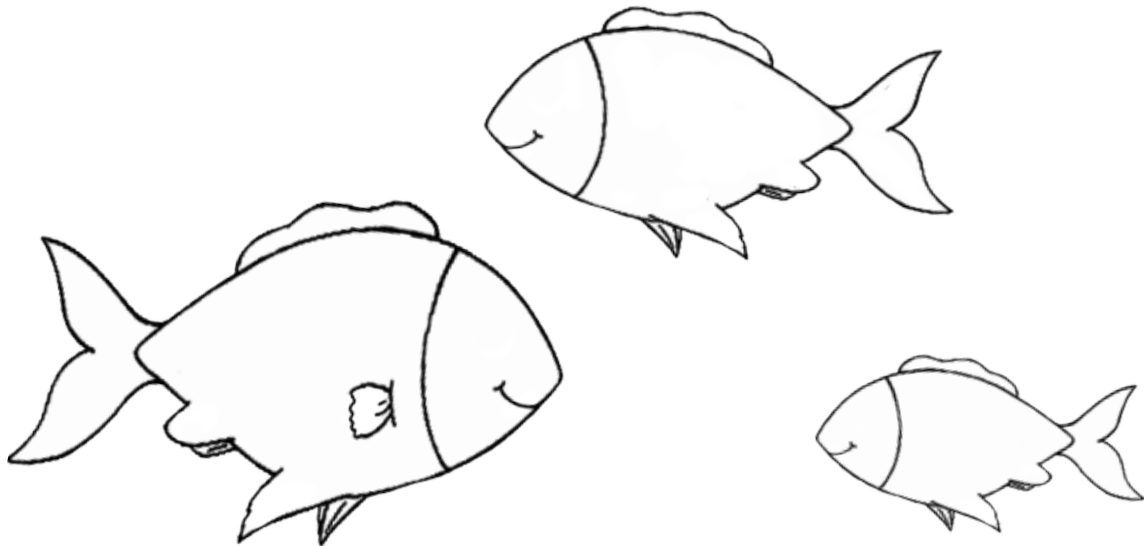
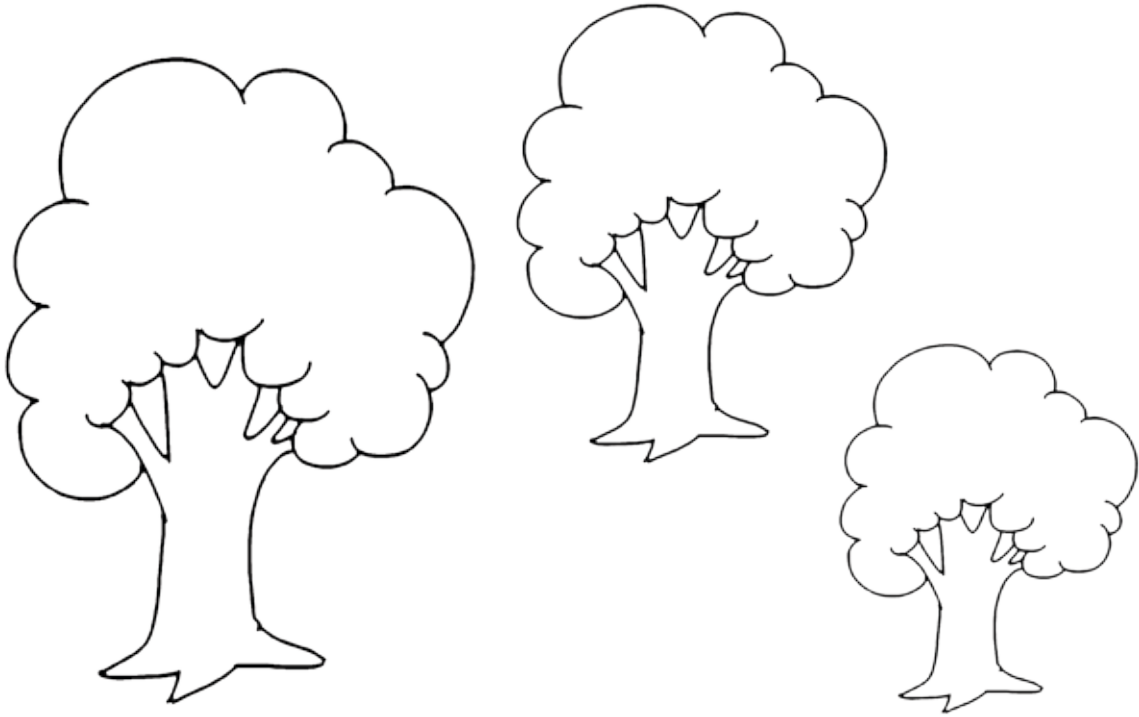
Help Siya to take her cow to the shed.



# Biggest and Smallest



Tear and paste red  coloured paper in the biggest object and yellow  paper in the smallest object.

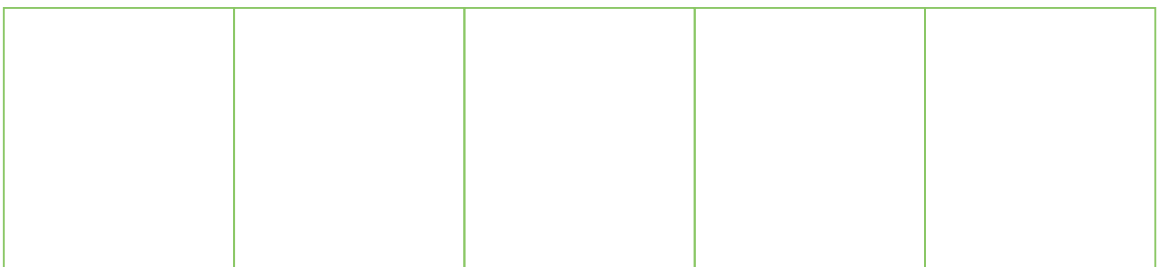
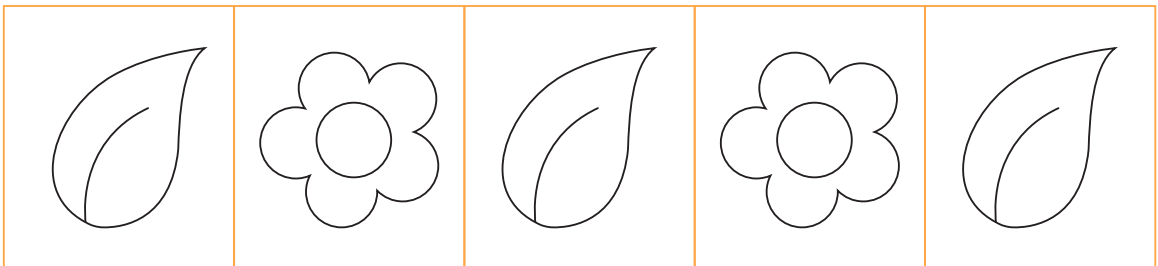
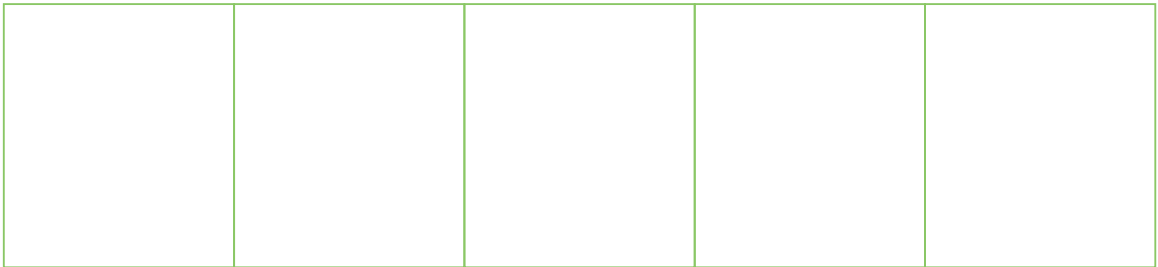
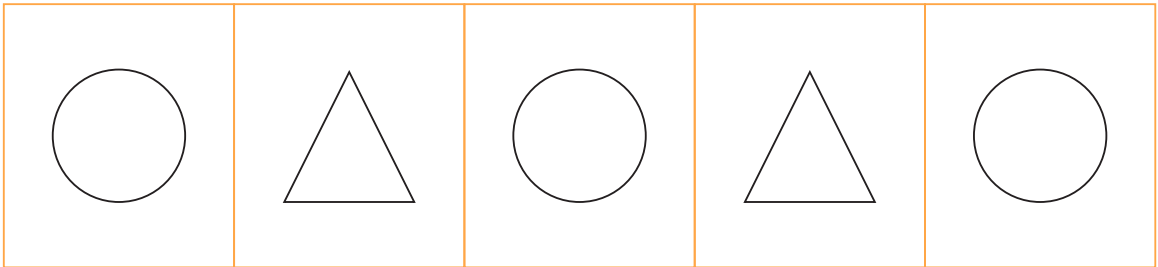




# Follow the Pattern

## Activity 33

- ◆ Look at the patterns.
- ◆ Draw similar pattern in the given space.





- ◆ Count the number of objects for each path.
- ◆ Draw a line in the given path and match with the group of objects with correct counting.

Three birds are shown on the left. A wavy path leads to a group of three green circles and one yellow circle.

Four trees are shown on the left. A zigzag path leads to a group of two purple circles and four blue circles.

A toy duck is shown on the left. A zigzag path leads to a group of one green circle and three red circles.

Five ducks are shown on the left. A zigzag path leads to a group of five pink circles and two green circles.

Two butterflies are shown on the left. A wavy path leads to a group of two blue circles and three red circles.





Activity 35 consists of five rows of tracing exercises. Each row features a set of colorful illustrations on the left, a central tracing line, and a corresponding dot pattern on the right.

- Row 1:** Illustrations of six colorful candies (yellow, purple, red, blue, green, pink). Tracing line: a wavy line. Dot pattern: two rows of four green dots and two rows of three orange dots.
- Row 2:** Illustrations of eight colorful crayons (pink, green, blue, purple, yellow, red, green, pink). Tracing line: a line with square-wave and zig-zag patterns. Dot pattern: two red dots and two rows of four blue dots.
- Row 3:** Illustrations of ten colorful balloons (blue, pink, green, yellow, red, blue, green). Tracing line: a zig-zag line. Dot pattern: two rows of two pink dots and two rows of five green dots.
- Row 4:** Illustrations of seven colorful leaves (green, orange, yellow, green, orange, blue). Tracing line: a line with square-wave and zig-zag patterns. Dot pattern: two rows of five purple dots and two pink dots.
- Row 5:** Illustrations of ten light blue stars of various sizes. Tracing line: a wavy line. Dot pattern: two rows of five teal dots and two rows of three orange dots.

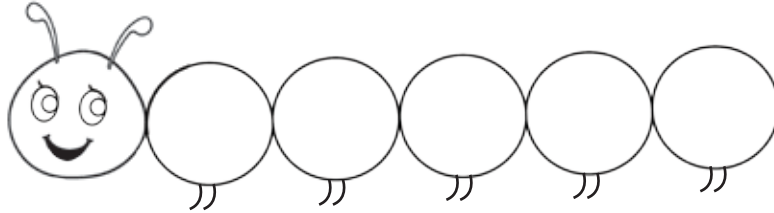


## Complete the Caterpillar



Draw and colour the circles as per the number given.

5



7



9



6



4

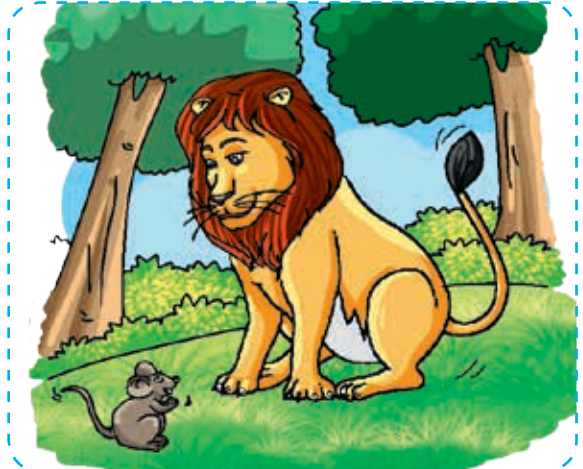
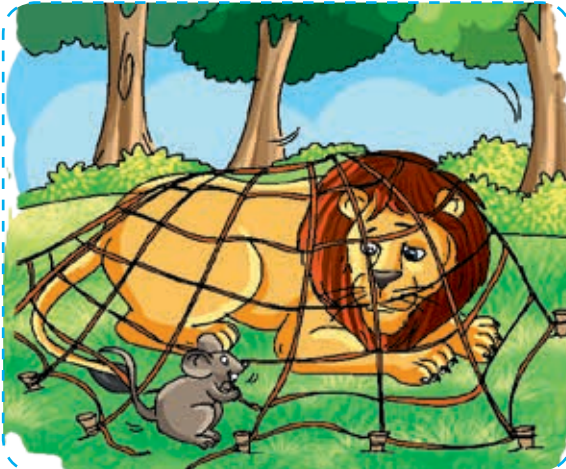


2





- ◆ Narrate the story to children by showing each story card.
- ◆ Let the child cut the story cards, arrange them in the correct order and retell the story in their own words.

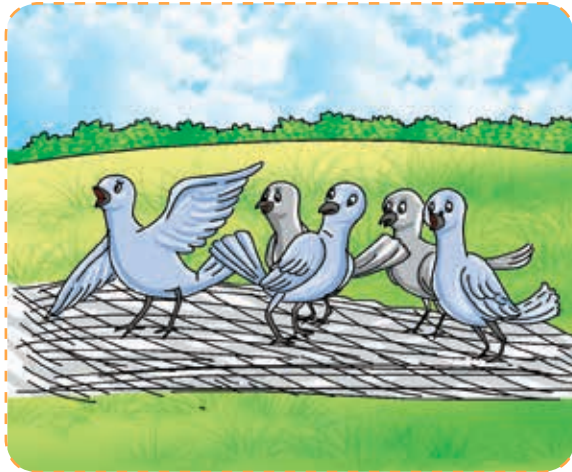
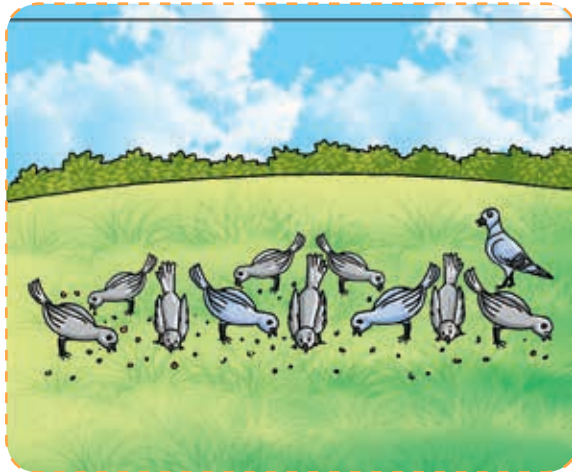




# The Hunter and Pigeon



- ◆ Narrate the story for children by showing each story card.
- ◆ Let the child cut the story cards, arrange them in the correct order and retell the story in their own words.





- ◆ Identify and name the 'big', 'medium' and 'small' pictures.
- ◆ Cut the pictures given below and paste them in the correct order.

**Big**






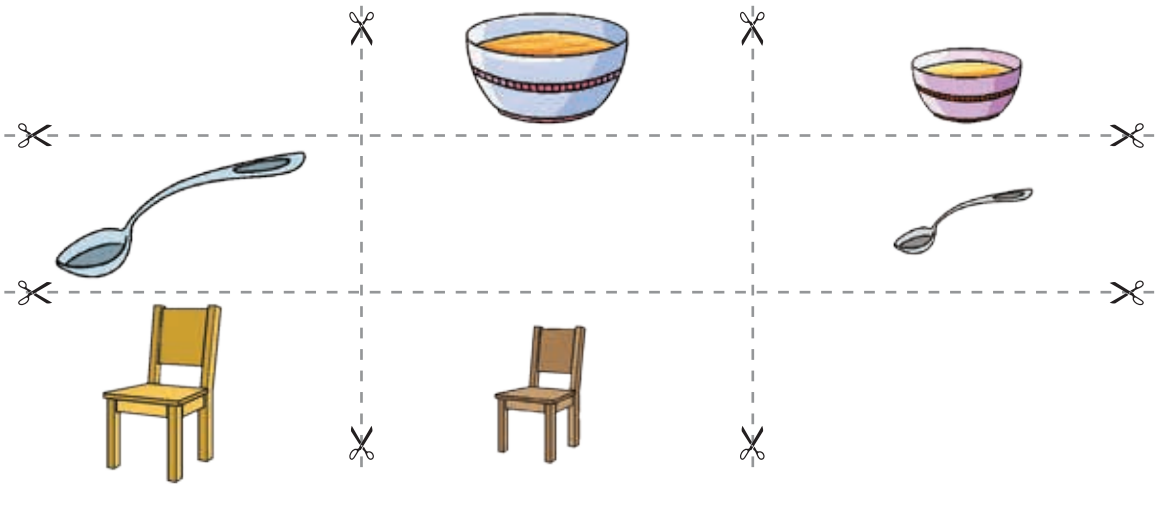
**Medium**



**Small**



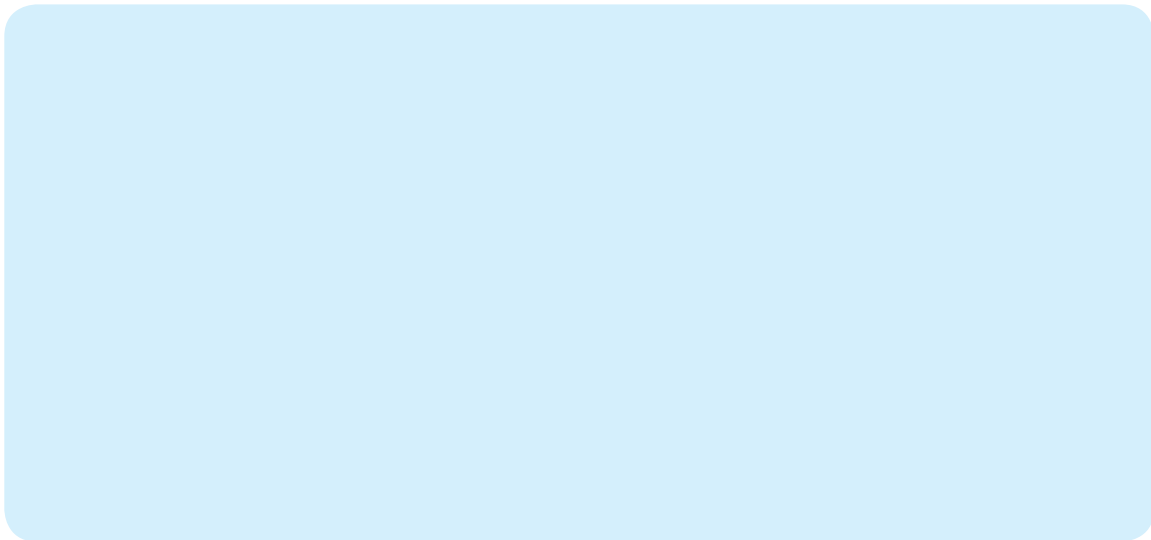
		
		
		



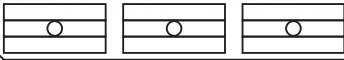
# Big and Small



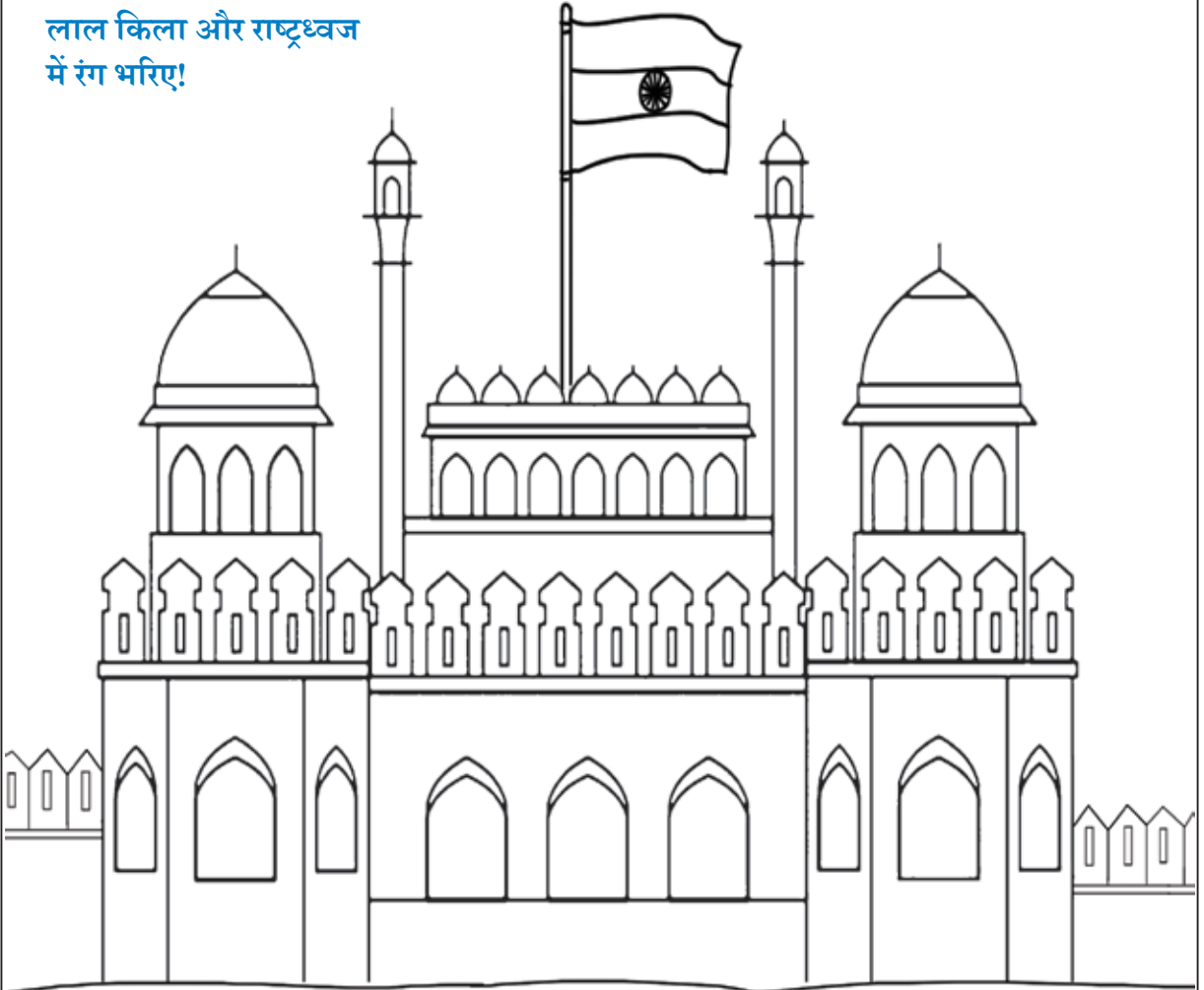
Paste big and small shapes in this box.







लाल किला और राष्ट्रध्वज  
में रंग भरिए!



तिरंगा देश का झंडा,  
तिरंगा शान भारत की।

तिरंगा चाँद से ऊँचा,  
तिरंगा आन भारत की।

तिरंगा आँख का तारा,  
तिरंगा जान भारत की।

इसे ऊँचा उठाएँगे,  
यही पहचान भारत की।





Recite the poems given below.

### Always be Kind to Animals

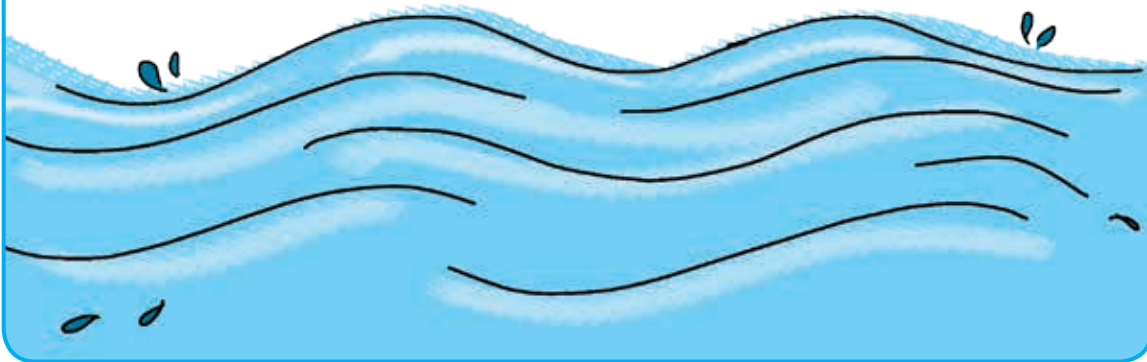
Be kind to animals  
morning, noon and night.  
For animals have feelings too  
so do not fright  
always love them right.



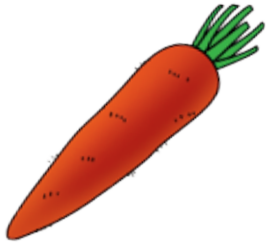
### मछली जल की रानी है

मछली जल की रानी है  
जीवन उसका पानी है  
हाथ लगाओ डर जाएगी  
बाहर निकालो मर जाएगी  
पानी में डालो जी जाएगी

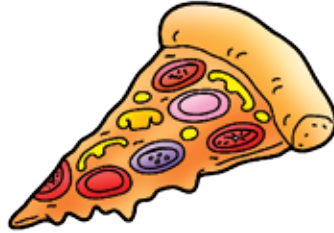
Draw a fish here  
or  
Make a fish by paper folding



Encircle the healthy foods in each row.



Carrot



Pizza



Spinach



Cold drink



Apple



Samosa



Noodles



Mango



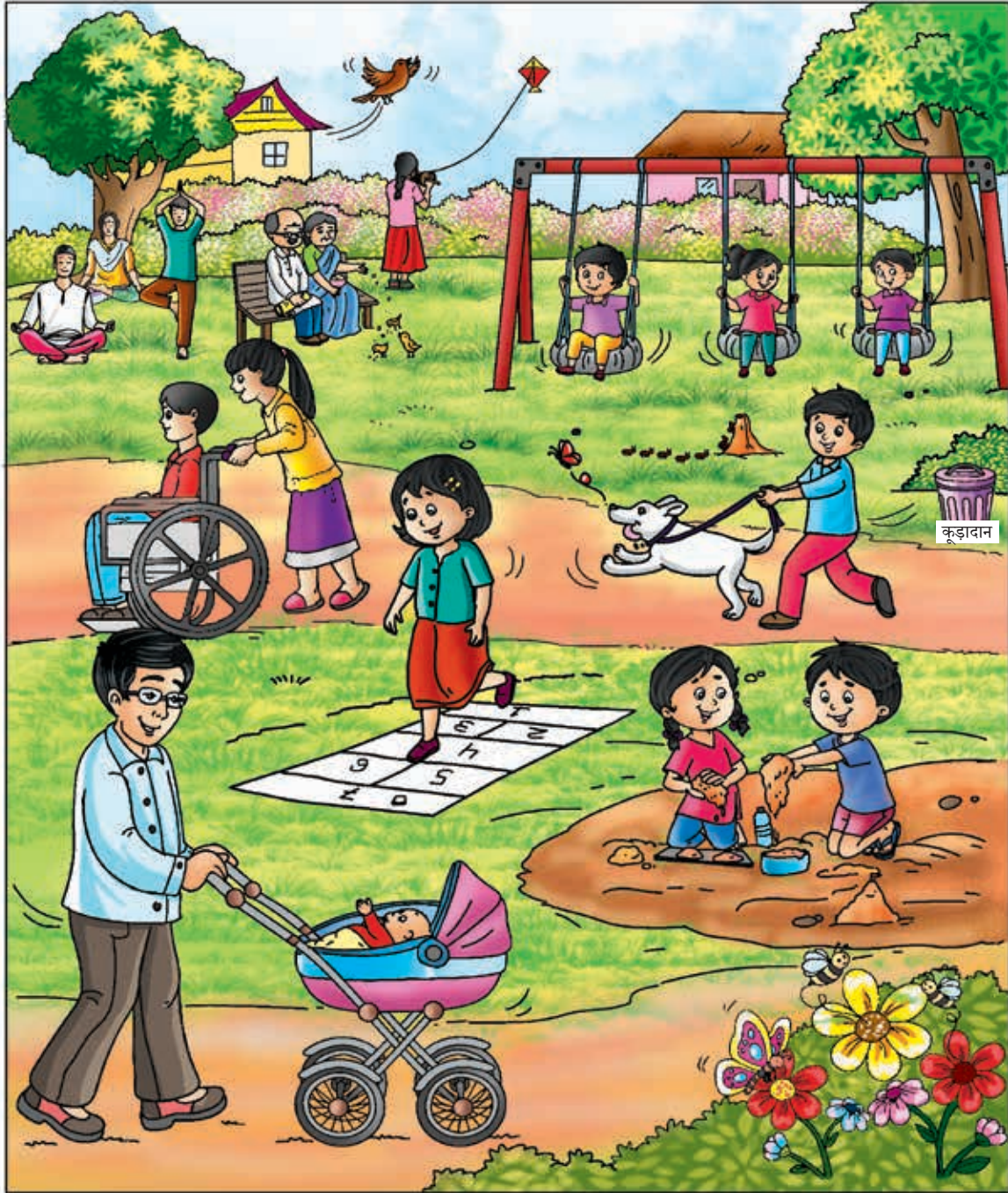
Corn





Look at the picture.

- ◆ Talk about what is happening in the picture.
- ◆ Look at the children and adults. What are they doing?







**Ask creative and critical thinking questions.**

- ◆ What games are children playing?
- ◆ Why do you think bees are flying near the flowers?
- ◆ Which game would you play if you visit this playground?
- ◆ If two more children join the sand play, how many children will be there? Write the number in the box.
- ◆ If one child gets off from the swing, how many children will be left on the swings? Write the number in the box.

Draw the park here that you would like to visit and play.



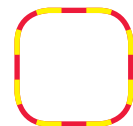


Meena and Ravi want to play with colourful balloons.

- ◆ Name the colours of the balloons.
- ◆ Touch each balloon and count them.
- ◆ Now give each balloon string to the hand of Meena and Ravi.



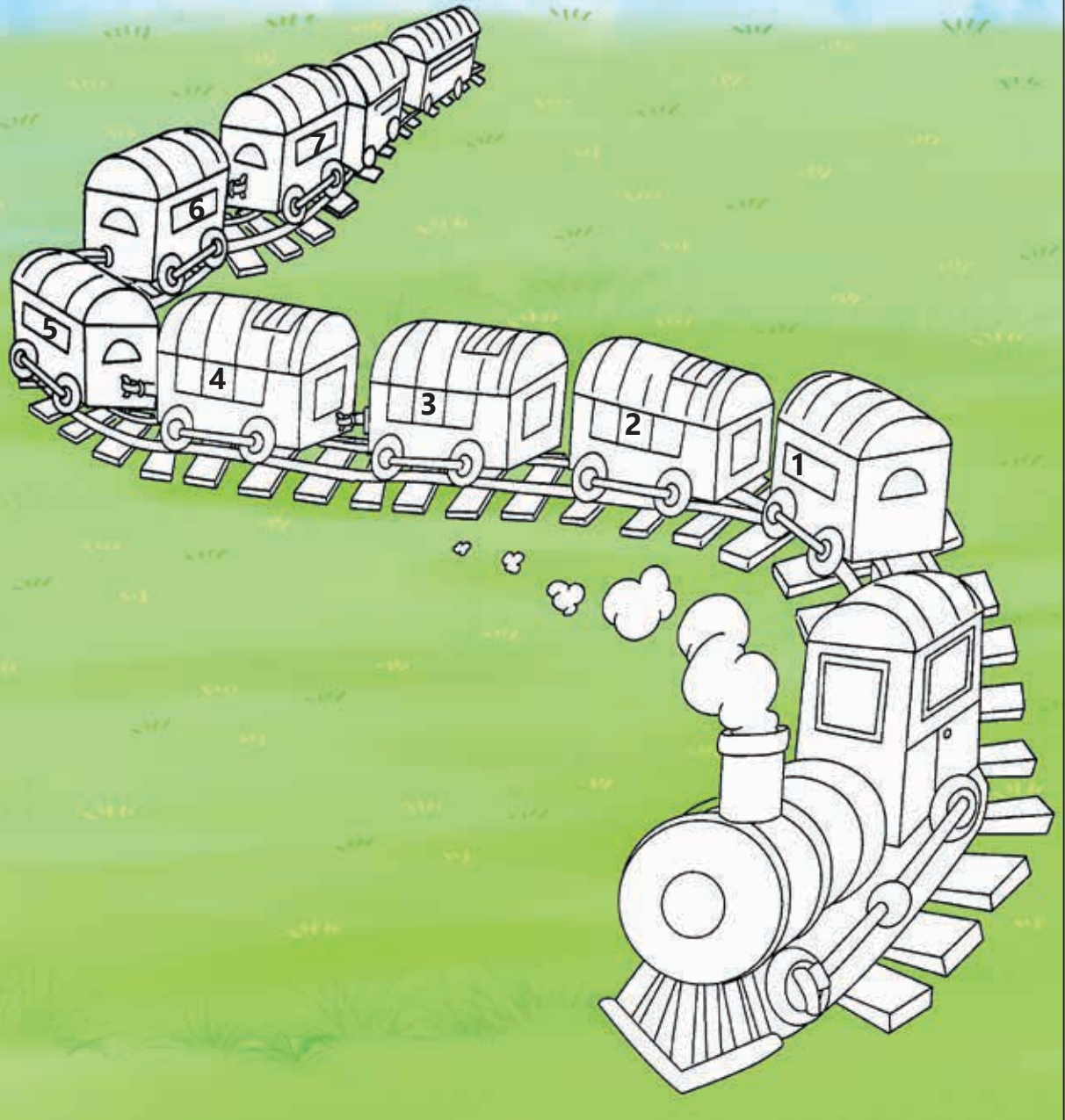
How many total balloons are there? Write the number in the box.





- ◆ How many coaches can you see in the train? \_\_\_\_\_
- ◆ Colour the coaches of the train.

1.  2.  3.  4.  5.  6.  7. 



# I Clean Myself



- ◆ Encourage the child to draw the object in the box and colour them.
- ◆ Discuss how each of these objects are used for self-care and hygiene and why are they important?

Draw here

Draw here

I clean my teeth with this

I wash my body with this

Draw here

Draw here

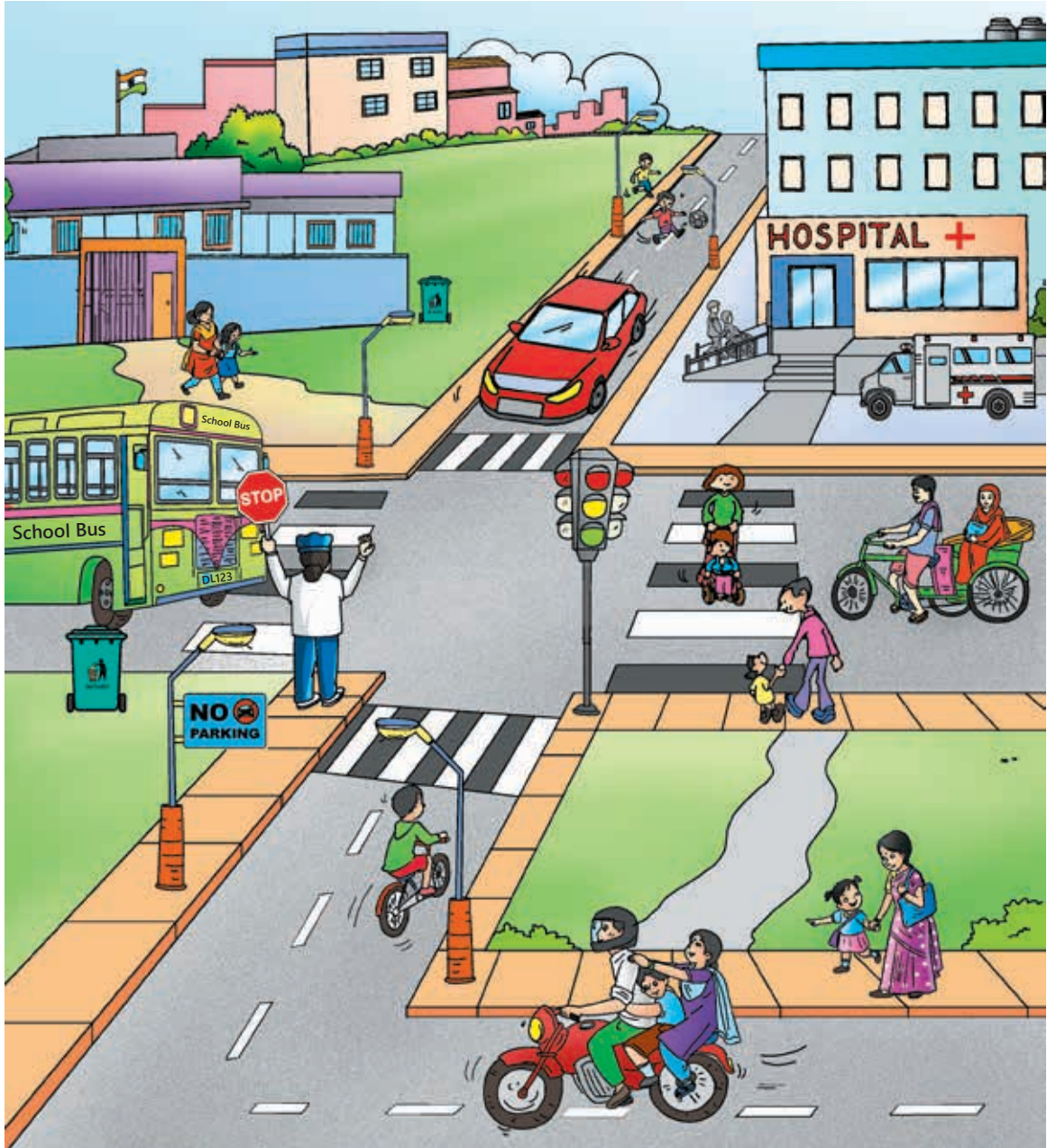
I wash my hair with this

I use this to dry myself





- ◆ What do you see in the picture?
- ◆ Tick (✓) the people who are safe and cross (✗) the ones who are unsafe.



- ◆ What does each light on the traffic light indicate?
- ◆ Count the number of vehicles you see on the road and write it in the box.

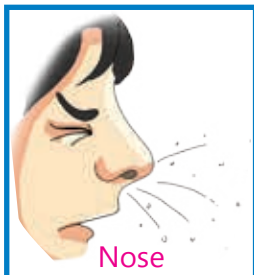
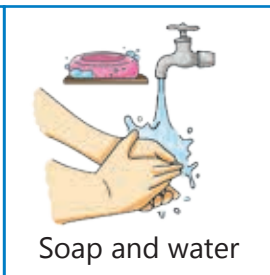
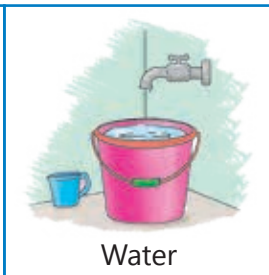
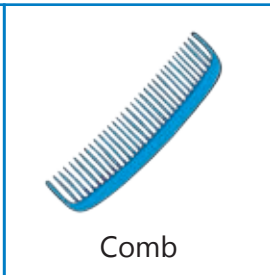
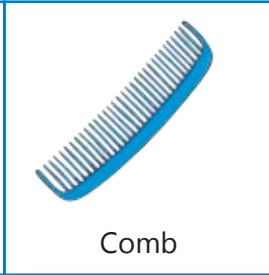
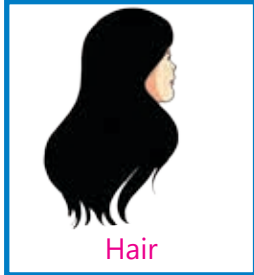
Two wheelers

Three wheelers

Four wheelers



Match and encircle the object/objects given in each row with the body parts given on the left side.



# Draw as Directed (As per your Senses)

Activity 51

Things I see



--	--

Things I hear



--	--

Things I touch



--	--

Things I smell



--	--

Things I taste



--	--	--	--



Complete the patterns

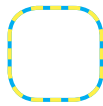




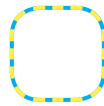


Count and write the number of vehicles

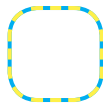
How many trucks are there?



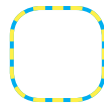
How many bullock carts are there?



How many rickshaws are there?



How many bicycles are there?





ग ○ ग ○ ग ○ ग

- ◆ चित्र देखें और नाम बताएँ।
- ◆ 'ग' ध्वनि से शुरू होने वाले चित्रों में रंग भरें।



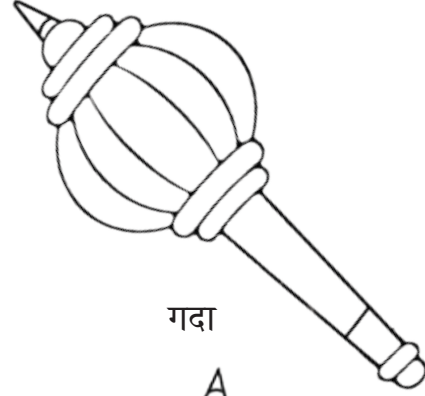
गहना



गन्ना



फल



गदा



गमला



गणेश



फ ○ फ ○ फ ○ फ ○

- ◆ चित्र देखें और नाम बताएँ
- ◆ 'फ' ध्वनि से शुरू होने वाले चित्रों में रंग भरें।



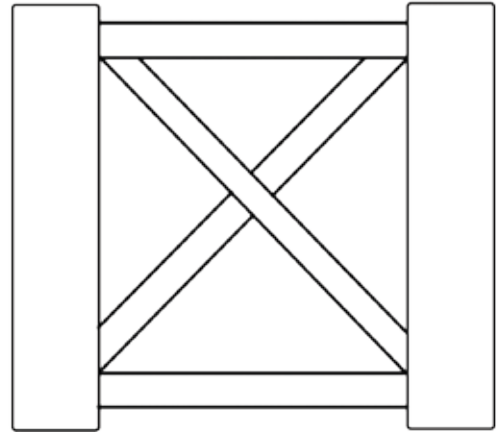
फल



चम्मच



फसल



फाटक



फली



चिड़िया



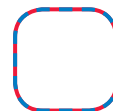
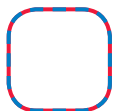
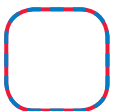
# Match the Shapes on the Dresses



- ◆ Look at the picture and talk about it.
- ◆ Observe the different shapes on the children's dress.
- ◆ Now match the dresses having same shapes.



Now, count the number of shapes and write it in the boxes.





# Find and Match the Figure

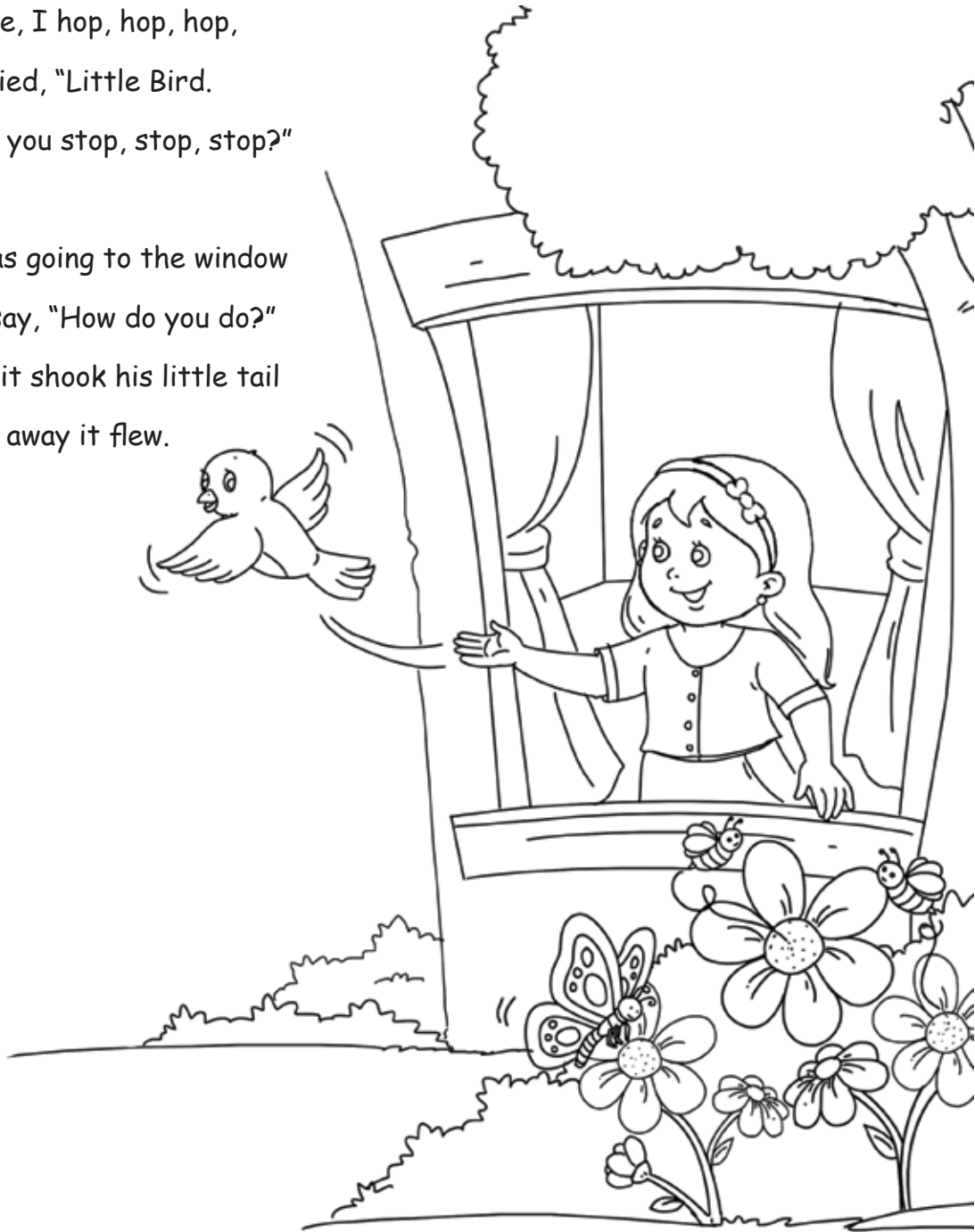
Activity 57




**Sing and enjoy the poem.**

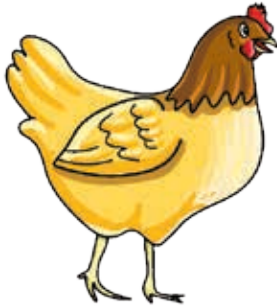
Once I saw a little bird  
Come, I hop, hop, hop,  
I cried, "Little Bird.  
Will you stop, stop, stop?"

I was going to the window  
To say, "How do you do?"  
But it shook his little tail  
And away it flew.

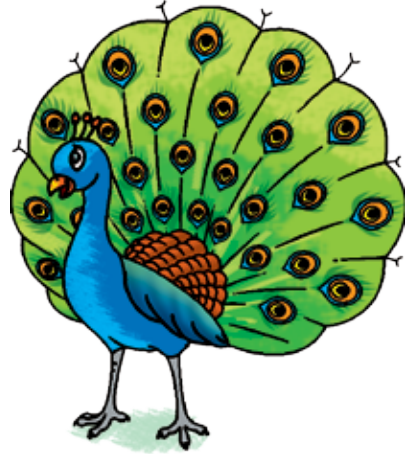


**Colour the picture.**

- ◆ Look at each picture and name the bird.
- ◆ Say the initial sound of the name of each bird.
- ◆ Identify and name the birds that have the same initial letter sound.



Hen



Peacock



Parrot



Pigeon



Crow




Duck




- ◆ How many squares tall is each giraffe? Colour the squares.
- ◆ Count the numbers.


5	
4	
3	
2	
1	




5	
4	
3	
2	
1	



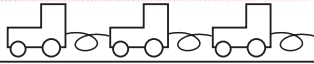
5	
4	
3	
2	
1	



5	
4	
3	
2	
1	





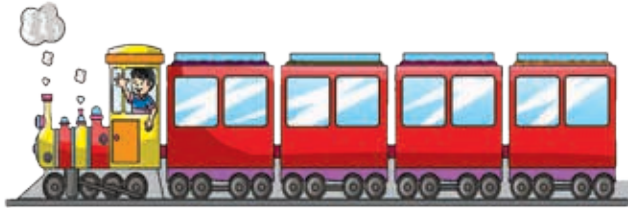
How many blocks long is each transport? Colour those blocks and write the number in the given box.

1.



--	--	--	--	--

2.



--	--	--	--	--

3.



--	--	--	--	--

4.

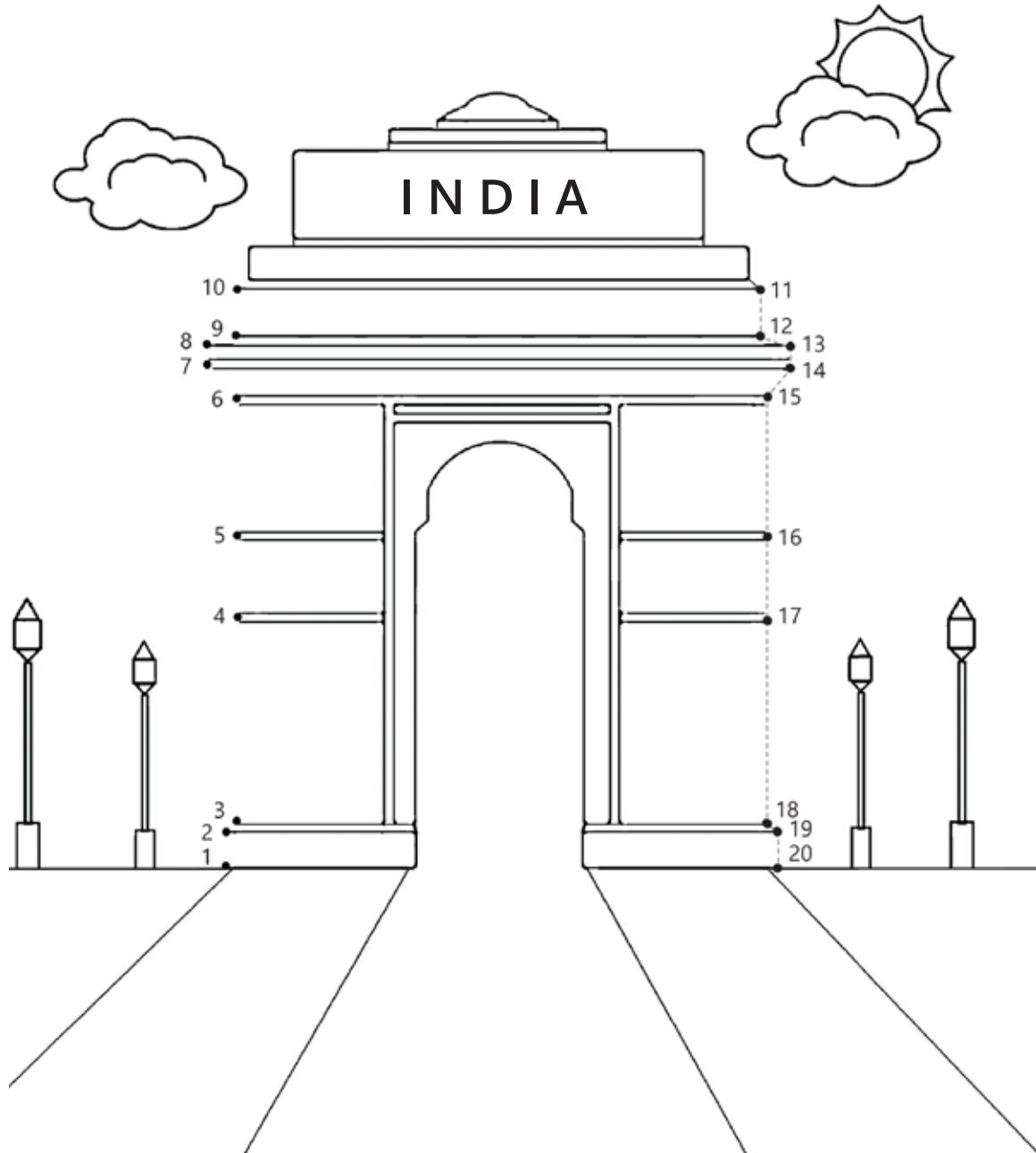


--	--	--	--	--

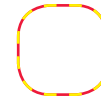
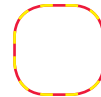
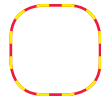
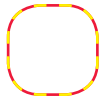
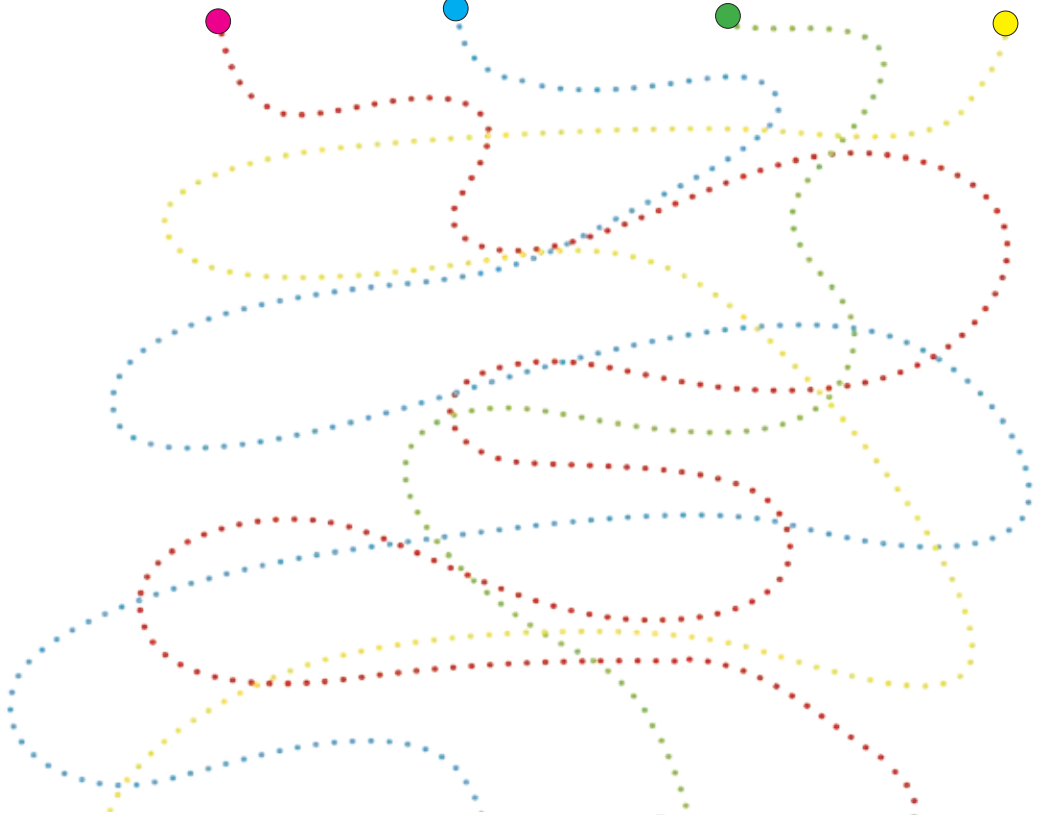


Join the numbers and complete the picture.

गंगा, यमुना, यहाँ नर्मदा,  
मंदिर, मस्जिद के संग गिरजा,  
शांति प्रेम की देता शिक्षा,  
मेरा भारत सदा सर्वदा।








- ◆ Pick the appropriate colour and trace over the dotted lines.
- ◆ Identify and name each toy.
- ◆ Say the initial sound that you hear in each toy.
- ◆ Write the initial letter of each toy.



# Care and Hygiene Chart



- ◆ Put a (✓) in each day box for the activity that you have done in a day of the week for your self-care and hygiene.
- ◆ Count and write the number in the right box for the number of days you did the activity.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
 Brushing teeth (Morning)								
 Washing face								
 Taking bath								
 Combing hair								
 Brushing teeth (Night)								



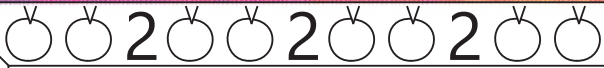




The tracing area contains 12 sets of dashed zigzag lines. Each set has four colored dots (yellow, blue, green, red) at the peaks of the zigzag. Below each zigzag are two vertical lines. The illustrations are as follows:

- Top-left: A girl in a yellow shirt and blue skirt holding a basket.
- Top-right: A yellow fox.
- Middle-left: A pink house.
- Middle-right: A girl carrying a drum on her back.
- Below middle-left: A drum.
- Below middle-right: A bear.
- Below middle-left (second set): A tiger.
- Below middle-right (second set): A drum.
- Bottom-left: An elephant.
- Bottom-right: A girl carrying a basket near a pink house.





Count and write the number of objects in the given box.



Laxmi picks 3 apples



Radha picks 4 apples

Total apples picked

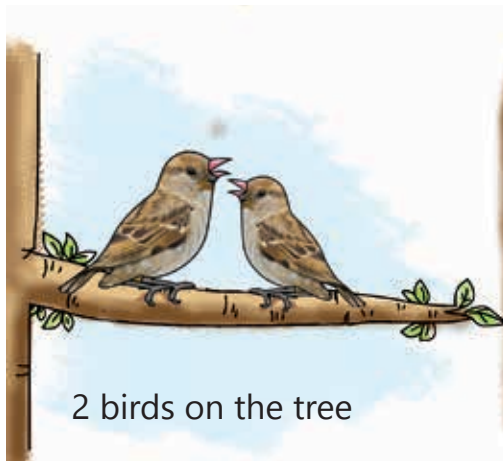


Sitaram ate 3 laddoos



His mother gave him 2 more to eat

Total laddoos Sitaram ate



2 birds on the tree






2 more came


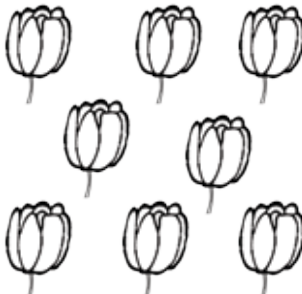

Total birds in all


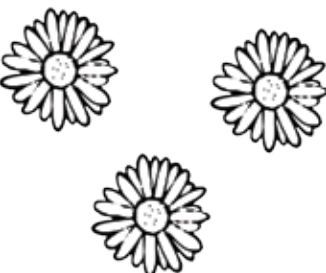
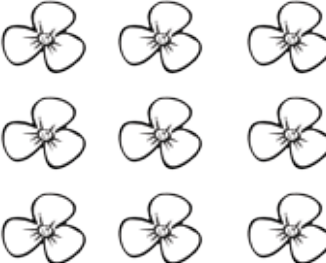




Count and colour the flowers. Fill up the colour in the correct circle.

		
<input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 1	<input type="radio"/> 5 <input type="radio"/> 7 <input type="radio"/> 6	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 5

		
<input type="radio"/> 3 <input type="radio"/> 5 <input type="radio"/> 4	<input type="radio"/> 9 <input type="radio"/> 7 <input type="radio"/> 8	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

		
<input type="radio"/> 7 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	<input type="radio"/> 8 <input type="radio"/> 10 <input type="radio"/> 9





5 little birds sitting on a tree.

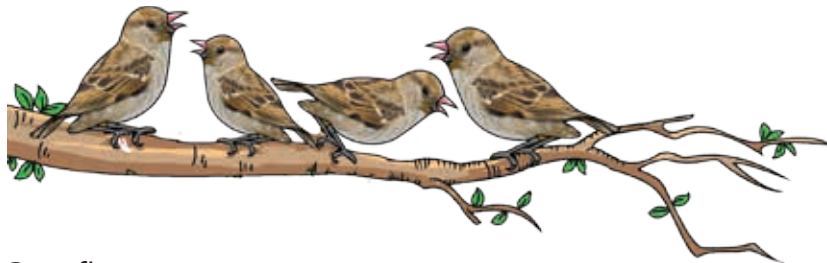


One flew away,

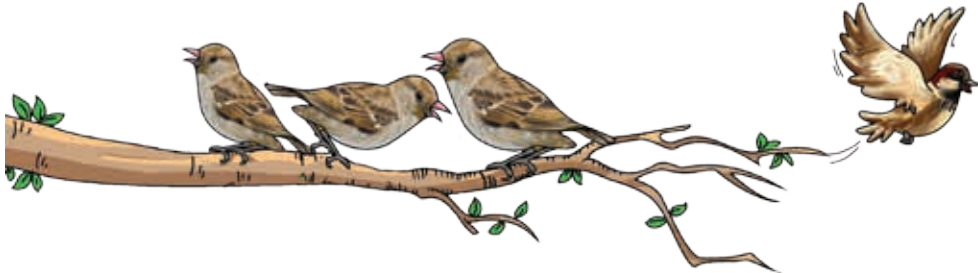


How many are left?

4 little birds sitting on a tree.



One flew away,



How many are left?

3 little birds sitting on a tree.





One flew away,

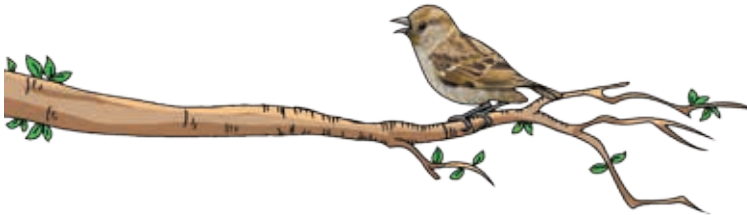


How many  
are left?

2 little birds sitting on a tree.

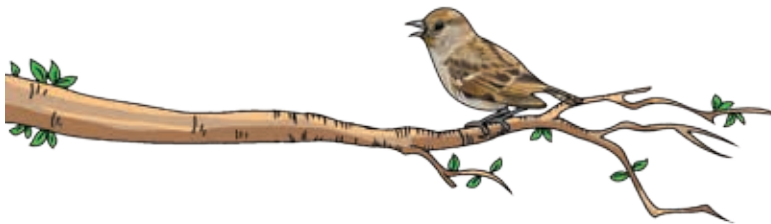


One flew away,



How many  
are left?

1 little bird sitting on a tree.



One flew away,



How many  
are left?



Count the objects and find how many in total.

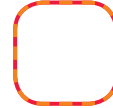


2 fish



and 1 more fish

Total



fish



3 carrots



and 2 more carrots

Total



carrots



1 tree



and 3 more trees

Total



trees



2 laddoos



and 2 more laddoos

Total



laddoos



5 umbrellas



and 1 more umbrella

Total



umbrellas



जिस ध्वनि से चित्र का नाम शुरू होता है उस पर गोला लगाइए।



ल भ म



ग भ म



ग म भ



भ ग म



भ स म



ग म ब



ग ड म



ग भ म



भ ग म



भ ग म



ग भ म



ख म ग





जिस ध्वनि से चित्र का नाम शुरू होता है उस पर गोला लगाइए।



त म न



म फ त



ल न त



म त स



न म त



त न ख



न ग त



न म त



त म न



घ त म



त न ब



म छ त



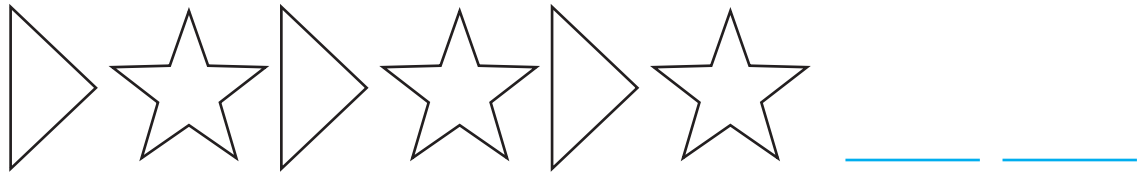
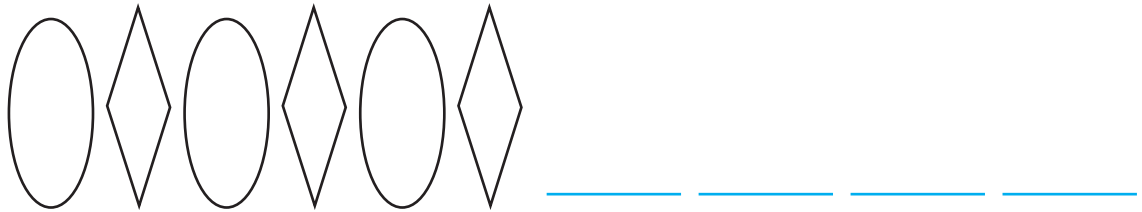
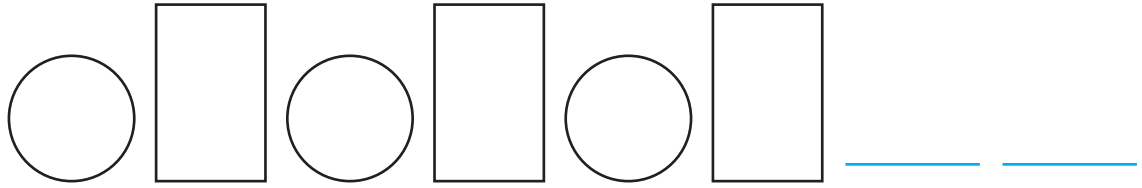


# Patterns with Geometric Shapes

## Activity 73



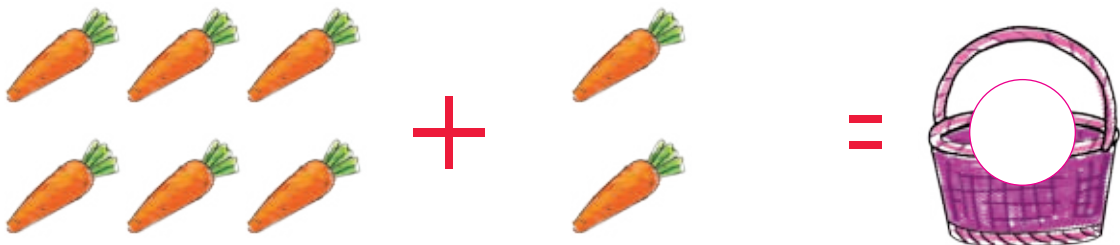
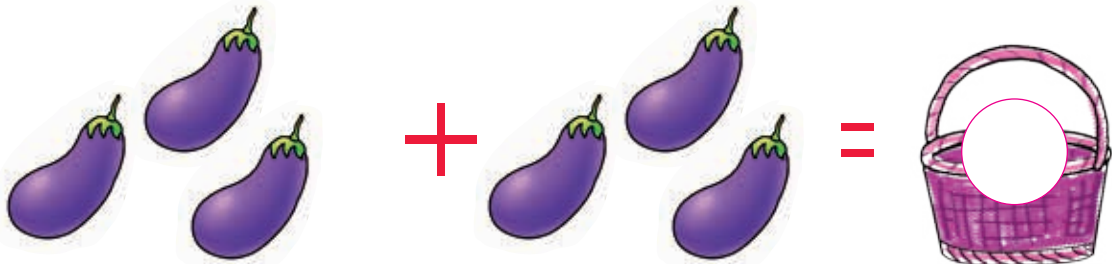
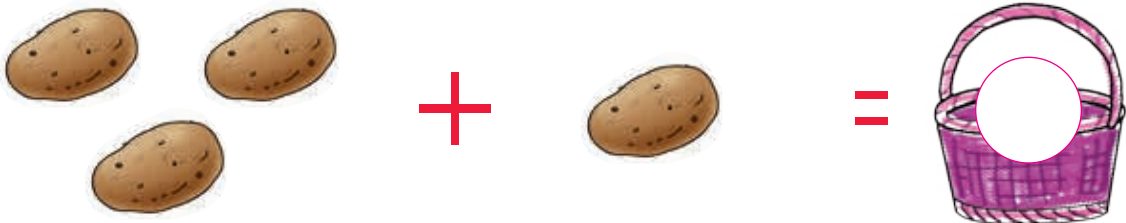
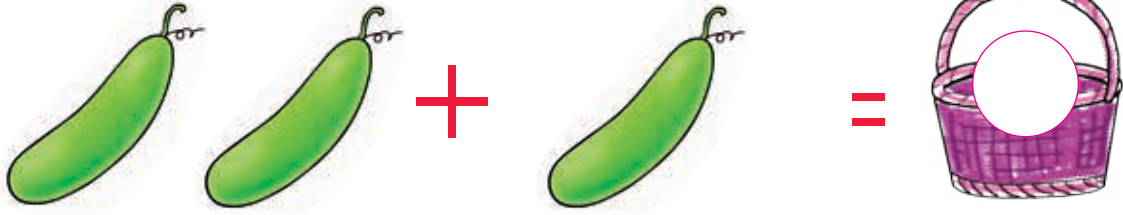
Complete the patterns.



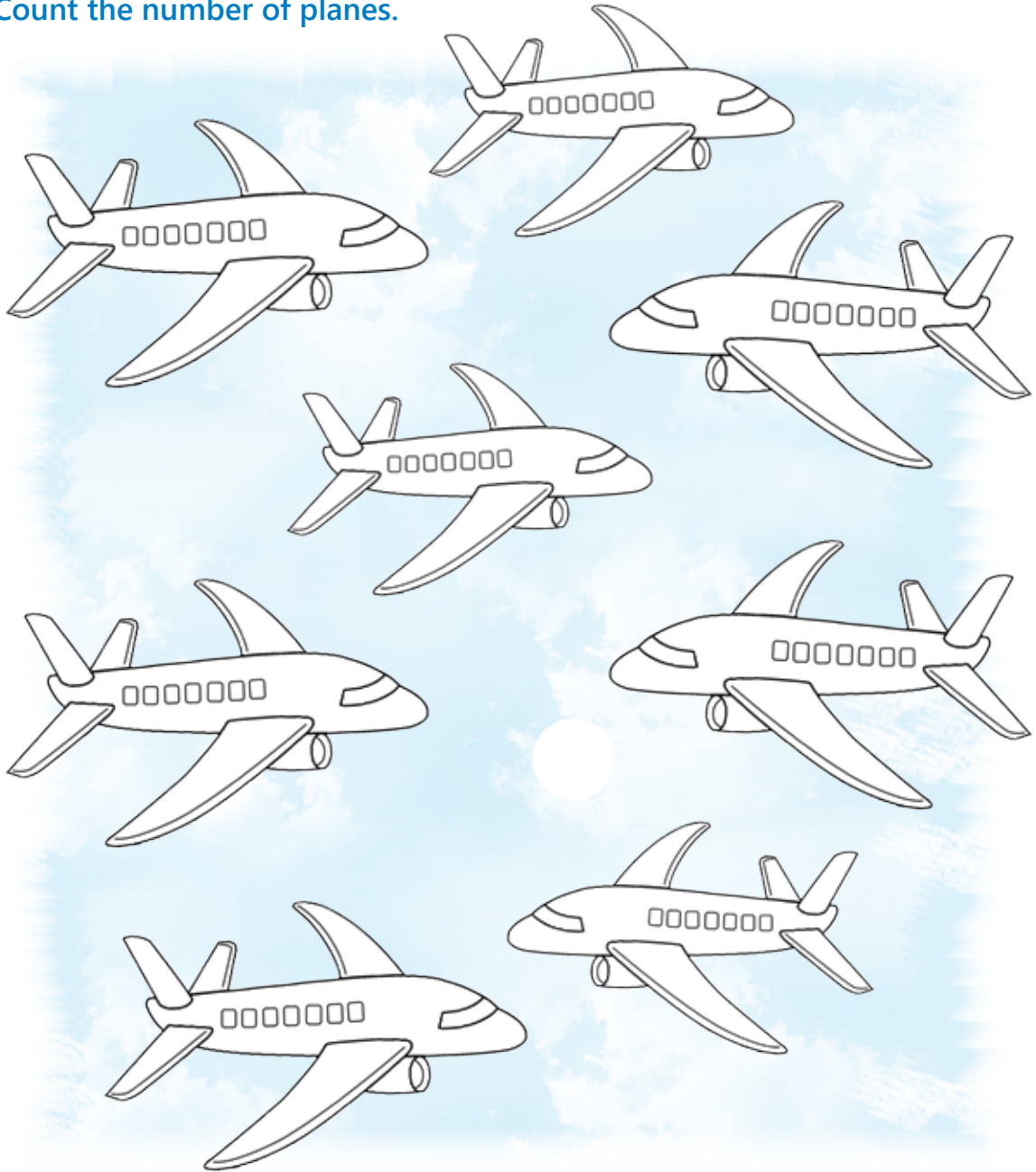


+ - + - + -

Count the vegetables. How many added together?



Count the number of planes.



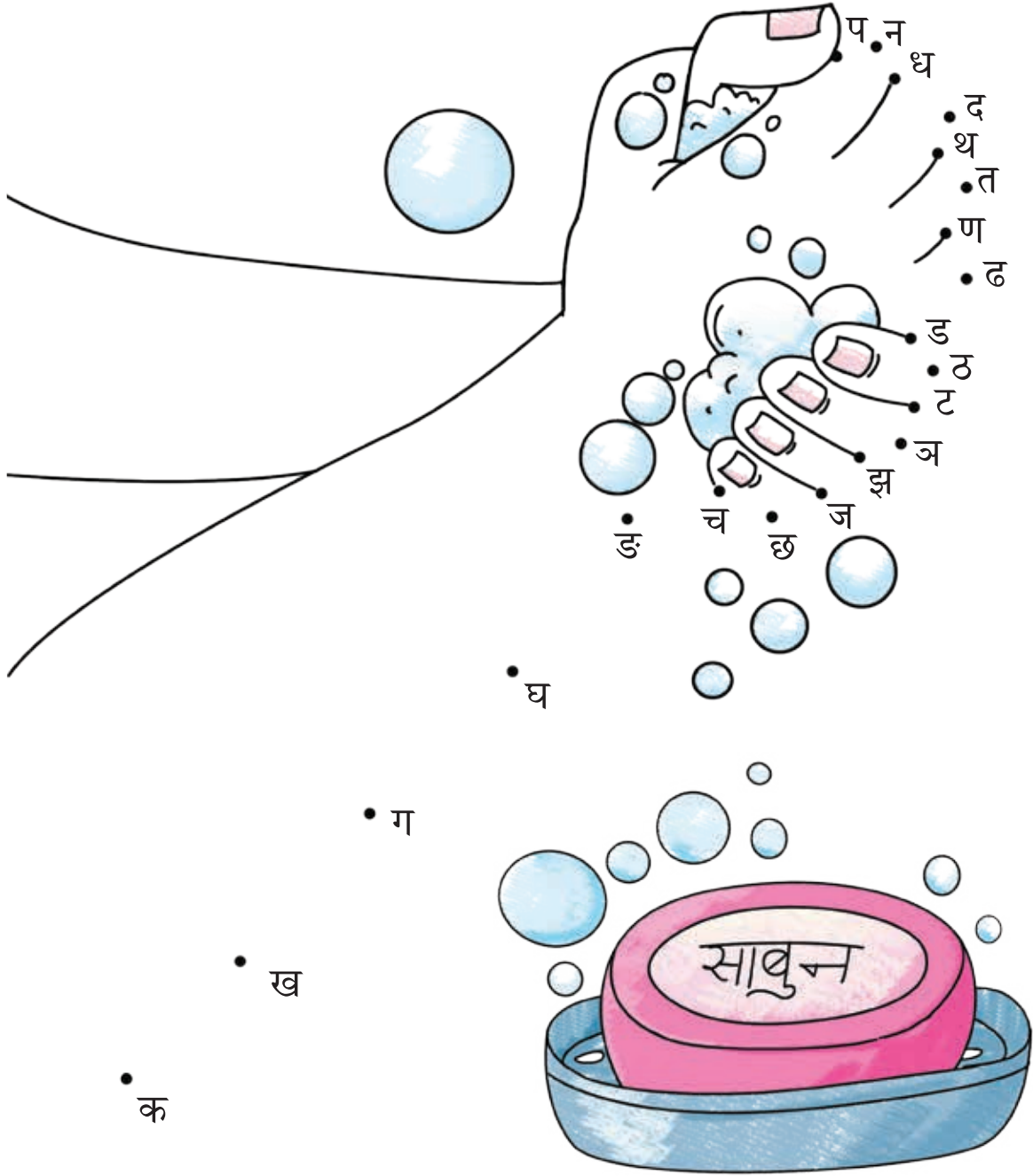
How many planes are there?

Cross-out 1 plane.

How many planes are there after crossing out 1 plane?



- ◆ Join the dots and complete the picture.
- ◆ Read the *aksharas* aloud.



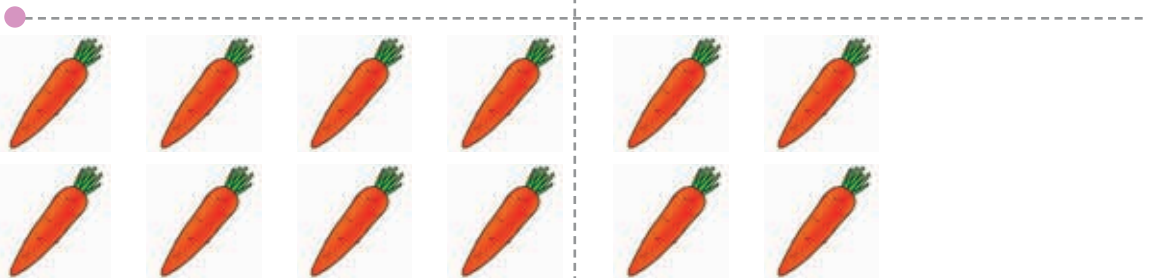
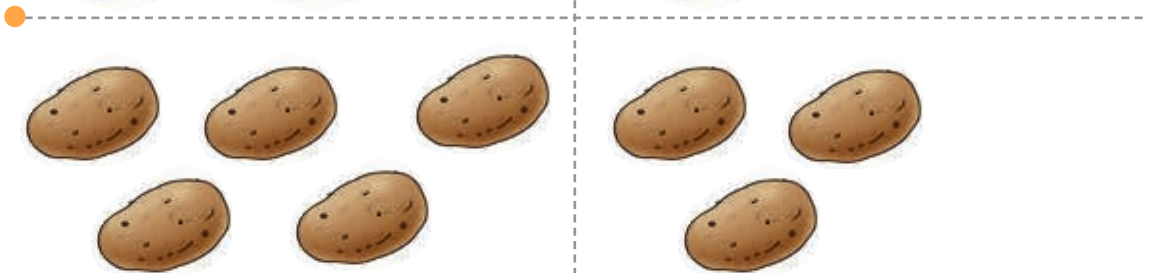
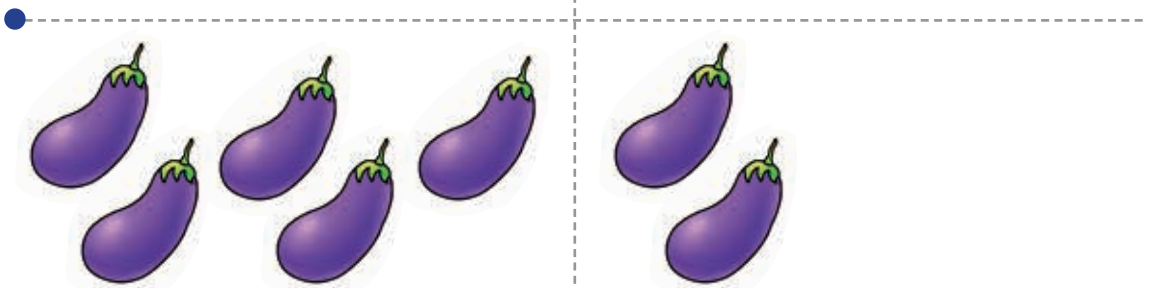
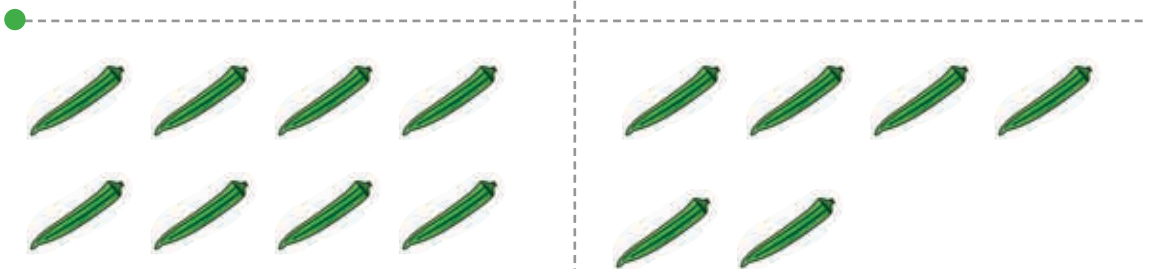
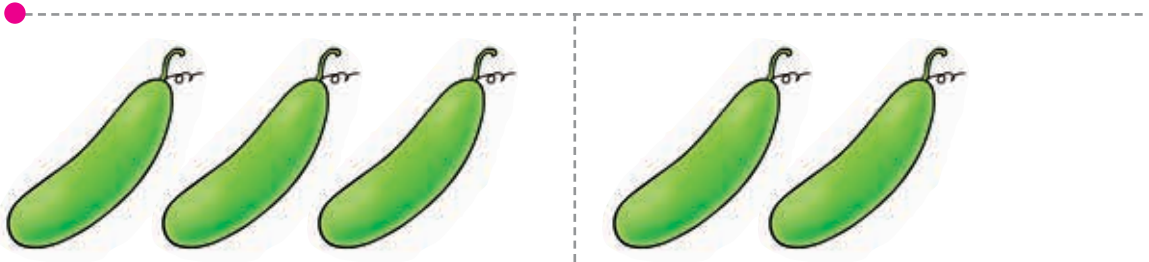
Note : Only few *aksharas* are shown in the worksheet as an example.







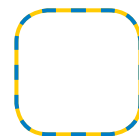
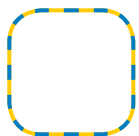
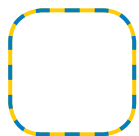
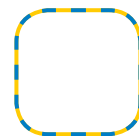
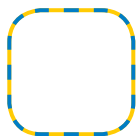
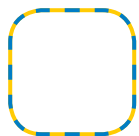
- ◆ Look at the vegetables and count them in each box.
- ◆ Now draw the vegetables in the right box to make collections equal.





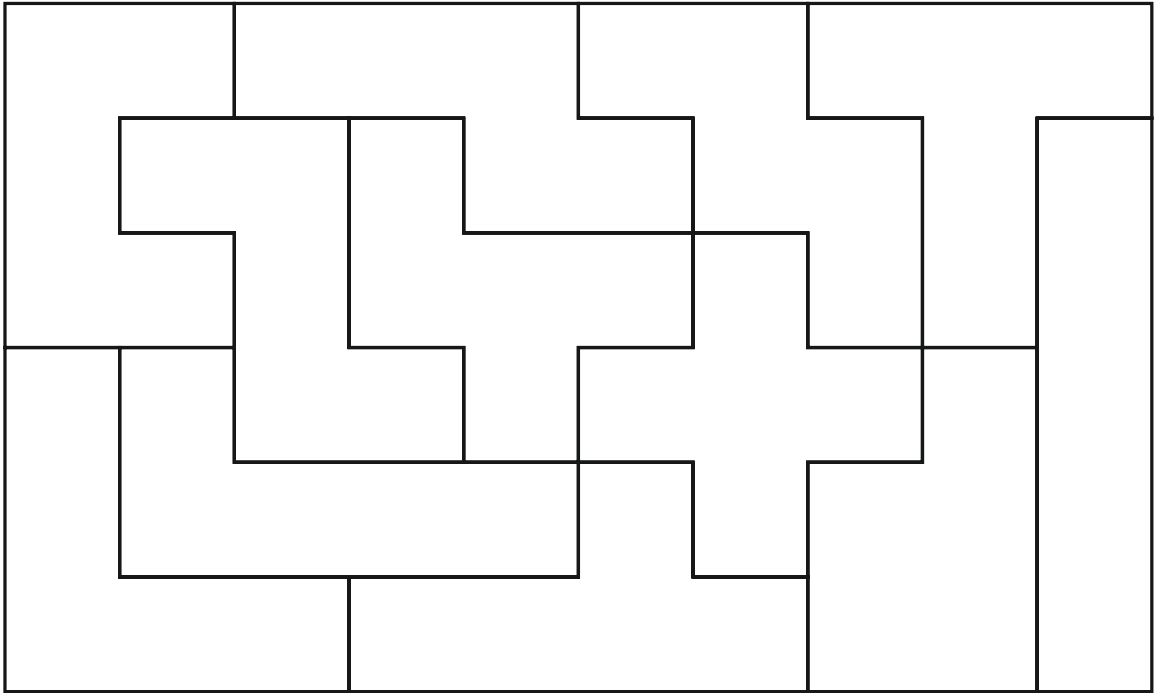
- ◆ Look, identify and name each picture.
- ◆ Say the initial sounds of the names of each picture.
- ◆ Write the first letter of each picture.

R H E D P C

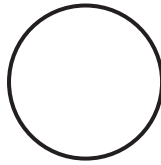




- ◆ Look at the coloured boxes.
- ◆ Now colour the shapes given below using the same colour as that of the boxes given above.



# My Family

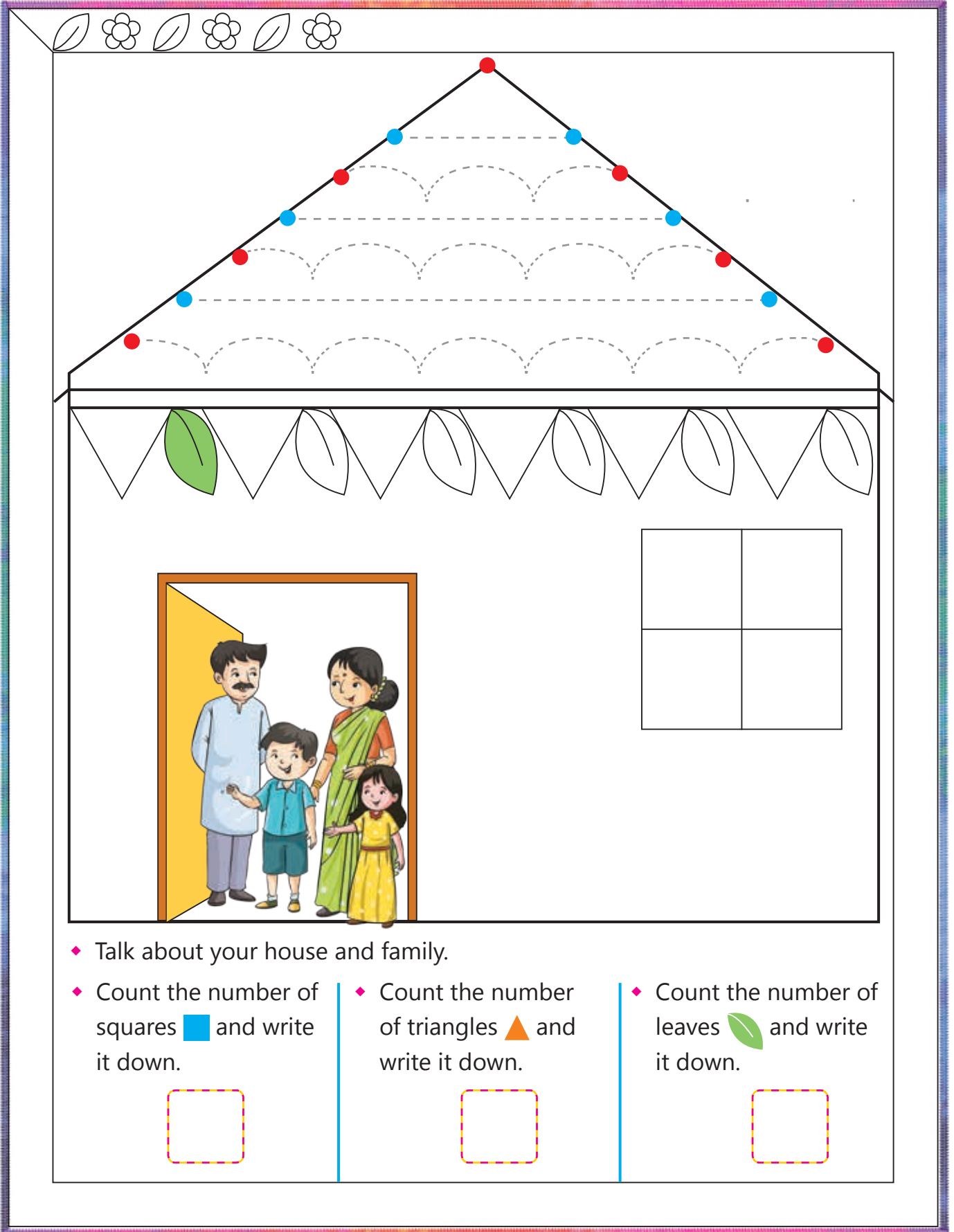


Draw your family picture here.








# My House



◆ Talk about your house and family.

◆ Count the number of squares  and write it down.

◆ Count the number of triangles  and write it down.

◆ Count the number of leaves  and write it down.




# Measure Heights in Your Own Way


1 2 1 2 1 2

- ◆ How many squares tall is each lady?
- ◆ Count the number of squares and colour them.


✂

5	
4	
3	
2	
1	


✂

5	
4	
3	
2	
1	

✂

5	
4	
3	
2	
1	

✂

5	
4	
3	
2	
1	

**Note :**

- ◆ Help the children cut each picture along the outlines (use child friendly scissors).
- ◆ Encourage them to arrange the pictures of ladies in order of their height and describe, for example, 'this lady is the tallest, this lady is shorter than this... and this lady is the shortest in height'.

# How many Family Members?

- ◆ Count the family members.
- ◆ Encircle or colour the correct number.



3	4	2	5	1
---	---	---	---	---



4	1	3	2	5
---	---	---	---	---



4	2	1	5	3
---	---	---	---	---

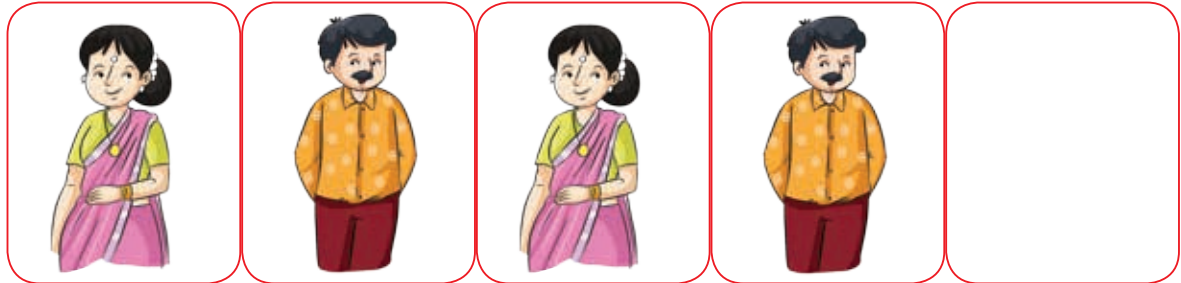


5	1	2	4	3
---	---	---	---	---

# Complete the Patterns



- ◆ Look and describe the pattern.
- ◆ Cut and paste the correct picture in the given space to complete the pattern.

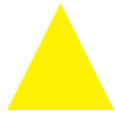




# Shapes in my House



◆ Colour the picture using the colour code.



Yellow



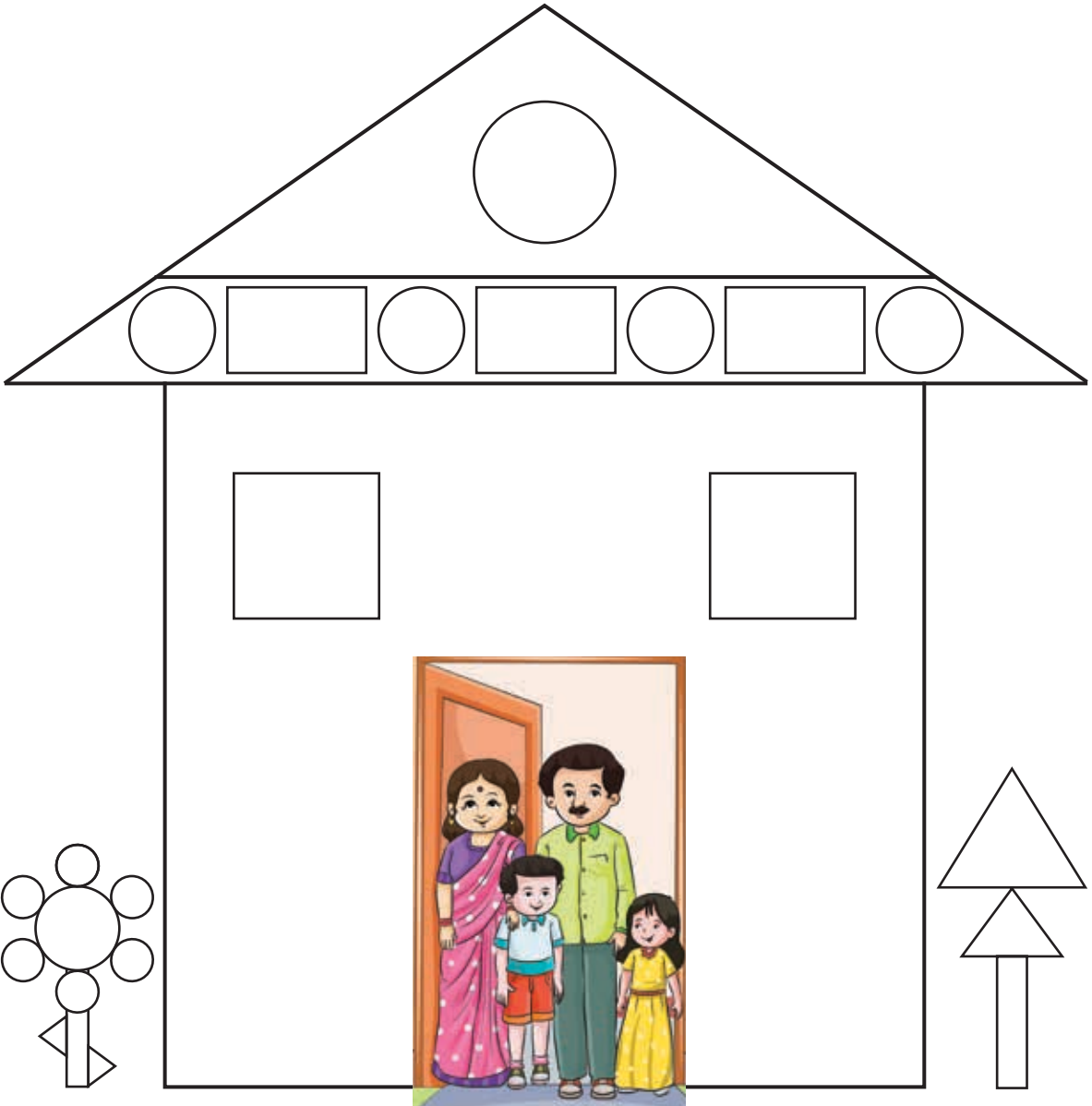
Red



Blue



Green



◆ Count and write the number of shapes.



.....



.....



.....



.....



# Family Picnic (Picture Reading)

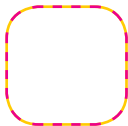


## Look at the picture

- ◆ What is happening in the picture?
- ◆ Have you been on a picnic with your family?
- ◆ What items would you like to eat when you go for a picnic?



- ◆ How many people are there in the family?



- ◆ Draw the pattern given in the fruit basket.



# Circle the Odd One

- ◆ Identify and name the animals and birds.
- ◆ Encircle the odd one in each box.

Cat

Parrot

Rabbit

Monkey

Cat

Pigeon

Parrot

Peacock

Crocodile

Duck

Monkey

Fish

Camel

Peacock

Horse

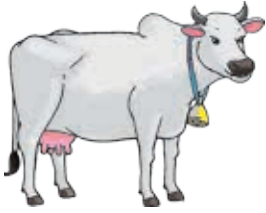
Dog



# Match the Shadow



◆ Match the picture with their shadows.



Cow



Cat



Monkey



Goat



Horse



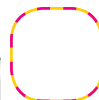
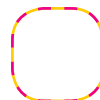
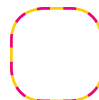
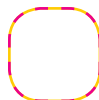
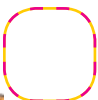


# I Spy Animals

- ◆ Identify and name the animals.
- ◆ Say the initial sound of each animal's name.



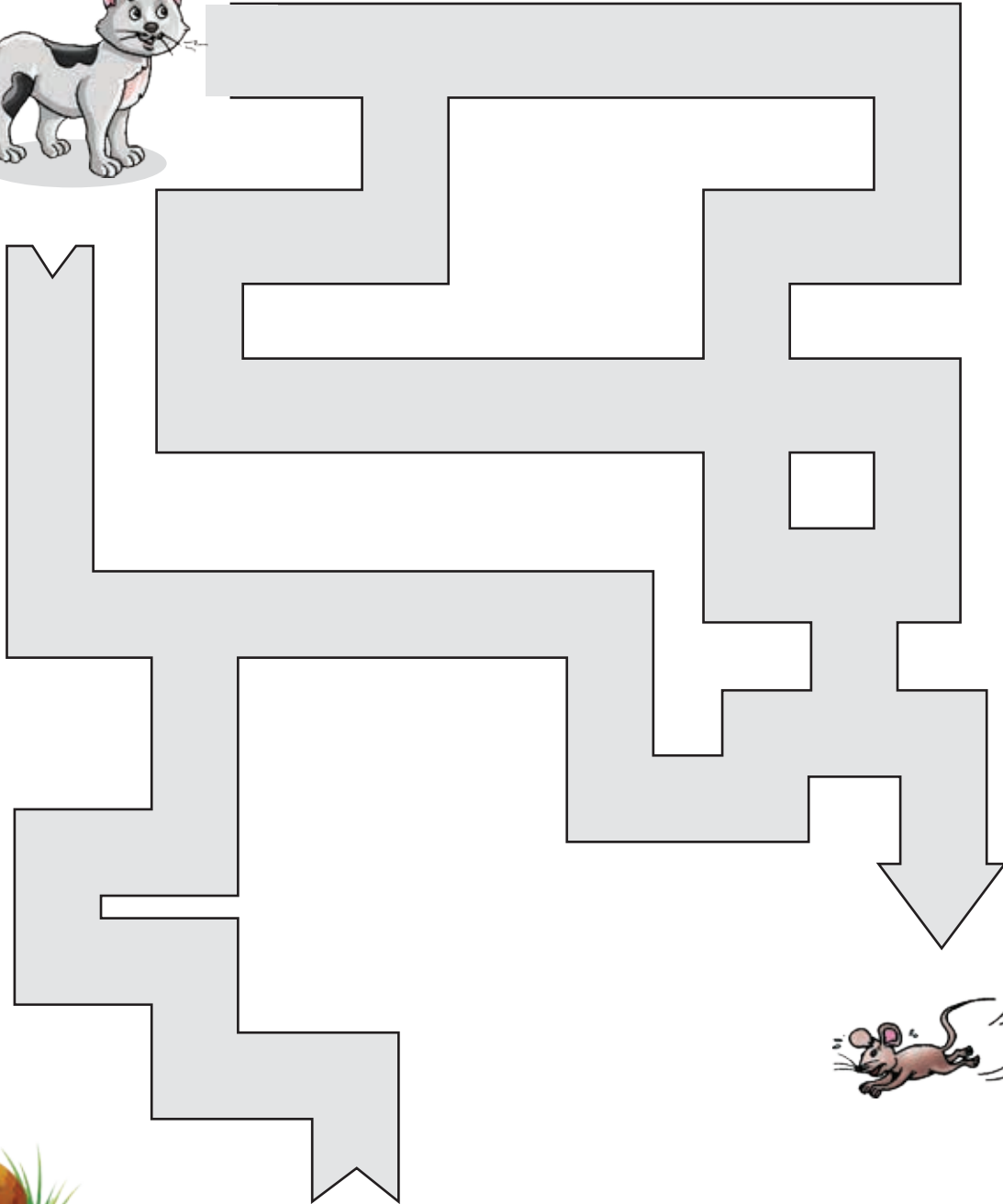
- ◆ Count and write the number of animals in the box.



# Maze

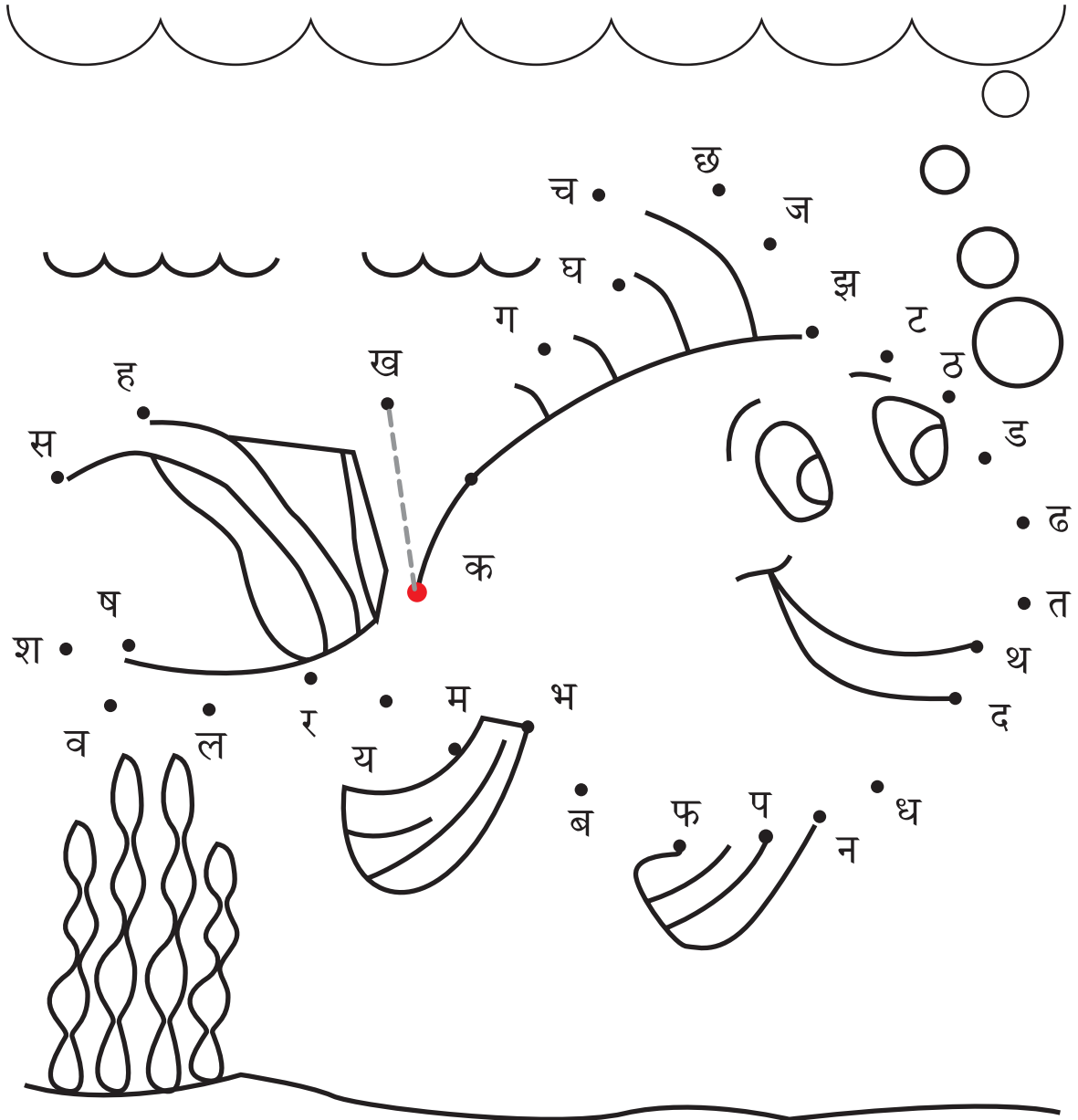











Help the cat to reach the mouse.






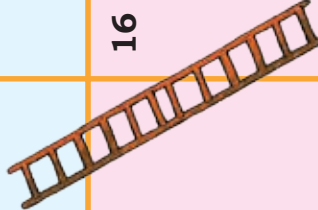
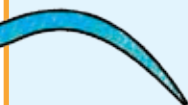



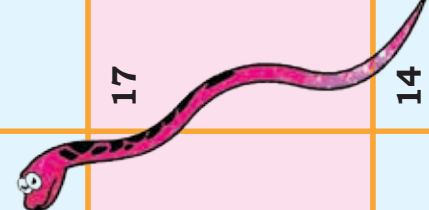




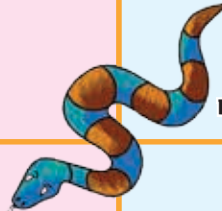

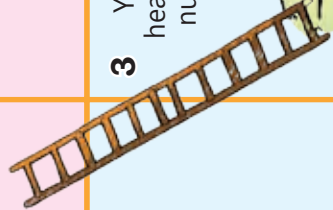

# बिंदु मिलान

- ◆ लाल ● बिंदु से मिलान शुरू कीजिए।
- ◆ अब चित्र में अपनी पसंद का रंग भरिए।



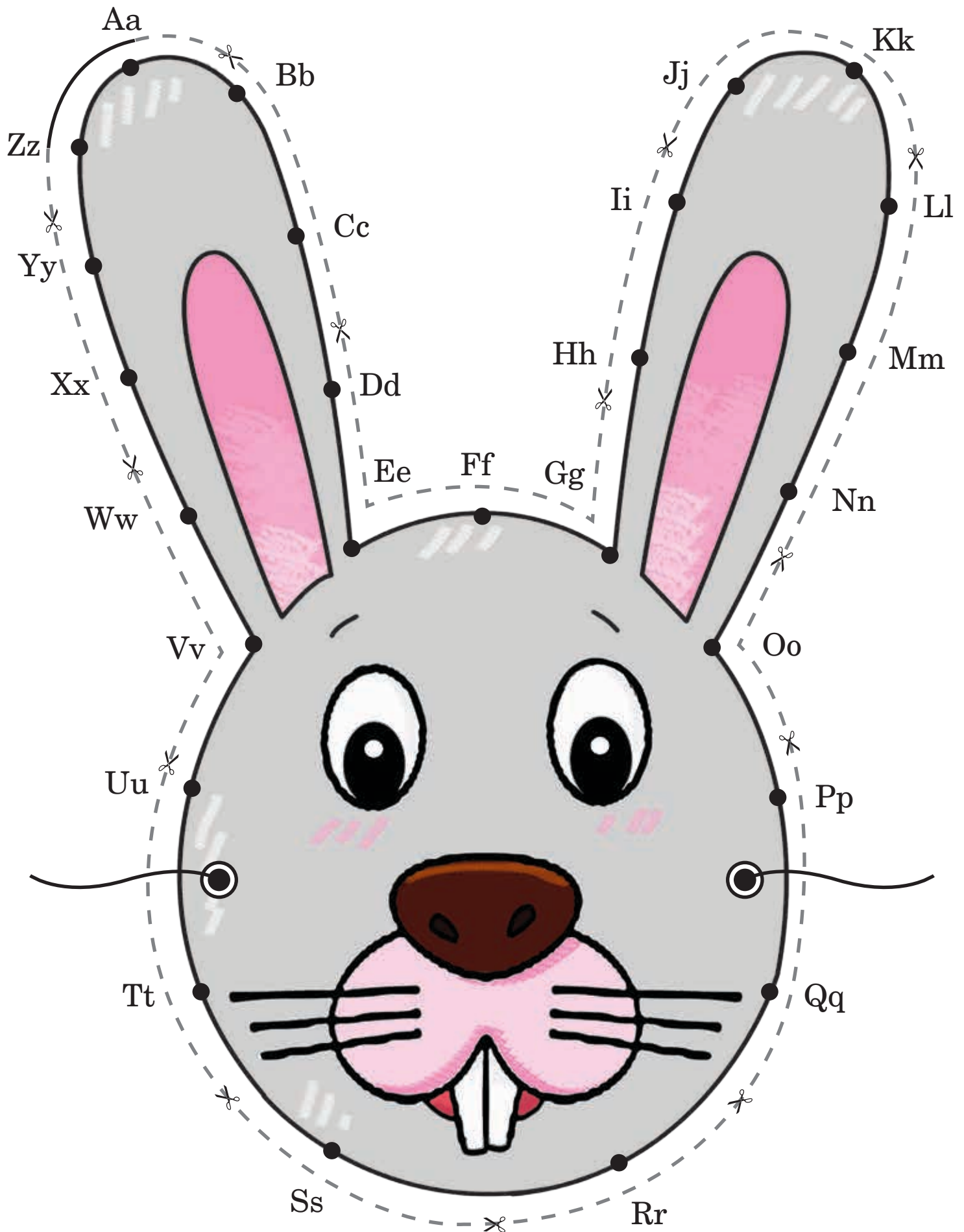
<p>50 Holistic Development of Children</p>  <p><b>FINISH</b></p>	<p>41</p>	<p>40</p>	<p>31</p>	<p>30 You quarrel with others</p> 
<p>49 You hit animals</p> 	<p>42</p>	<p>39</p>	<p>32 You seek permission from others before taking their things</p> 	<p>29</p>
<p>48</p>	<p>43</p>	<p>38 You share your toys with others</p> 	<p>33</p>	<p>28</p>
<p>47 You tease your friends</p> 	<p>44</p>	<p>37</p>	<p>34</p>	<p>27 You always wear clean and washed clothes</p> 
<p>46</p>	<p>45 You brush your teeth twice daily</p> 	<p>36</p>	<p>35 You litter trash here and there</p> 	<p>26</p>



<p>21</p> 	<p>22</p> <p>You exercise regularly to stay fit</p> 	<p>23</p> <p>You feel lazy and avoid doing your work</p> 	<p>24</p> 	<p>25</p> 
<p>20</p> 	<p>19</p> 	<p>12</p> <p>You follow a wrong posture of sitting &amp; sleeping</p> 	<p>13</p>	<p>14</p> 
<p>11</p>	<p>10</p> <p>You look after plants</p> 	<p>15</p>	<p>16</p> <p>You take bath regularly</p> 	<p>17</p>
<p>8</p>	<p>9</p> 	<p>7</p> <p>You eat unhealthy and junk food</p> 	<p>6</p>	<p>5</p> 
<p>3</p> <p>You eat healthy and nutritious food</p> 	<p>2</p> 	<p>4</p>	<p>1</p>  <p>START</p>	<p>4</p>

## Note

---







13246

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

ISBN 978-93-5292-403-5