

KENDRIYA VIDYALAYA
NO-4, KORBA

केन्द्रीय विद्यालय क्रमांक-४,
कोरबा

SCHOOL READINESS ACTIVITY BOOKLET
विद्यालय तत्परता गतिविधि पुस्तिका



Preface

Readiness is a state of receptiveness and the ability to receive. Children universally pass through identifiable stages of development. In each stage there are certain limitations and capacities to the child's potentiality of learning.

The development and skills to be attained have to be rooted in and correlated with the developmental stage of every child. Children under stress, anxiety and with different linguistic background are not ready for learning. Hence, the child may be readied for learning by making use of what she / he already knows.

A teacher cannot make the child learn unless he/ she is ready to learn. The Teacher is, therefore, expected to make the child receptive to learning in general and then make her/ him ready to learn specific items in particular.

The School Readiness Programme is framed such that the child develops cognitive and motor skills and gets familiar with the school environment. It also helps the child to be physically fit.

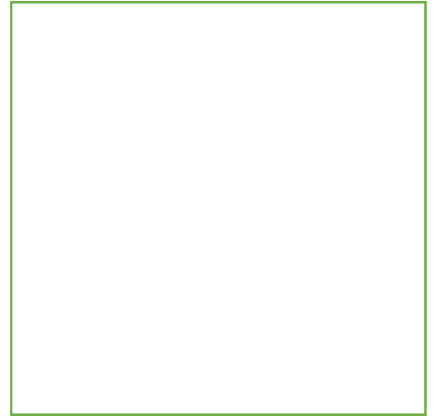
Dear parents let us join hands to pull forward the cart of life of your precious child.

Wish your child the very best schooling ahead!!

MYSELF

DATE _____

मेरा नाम _____ है।

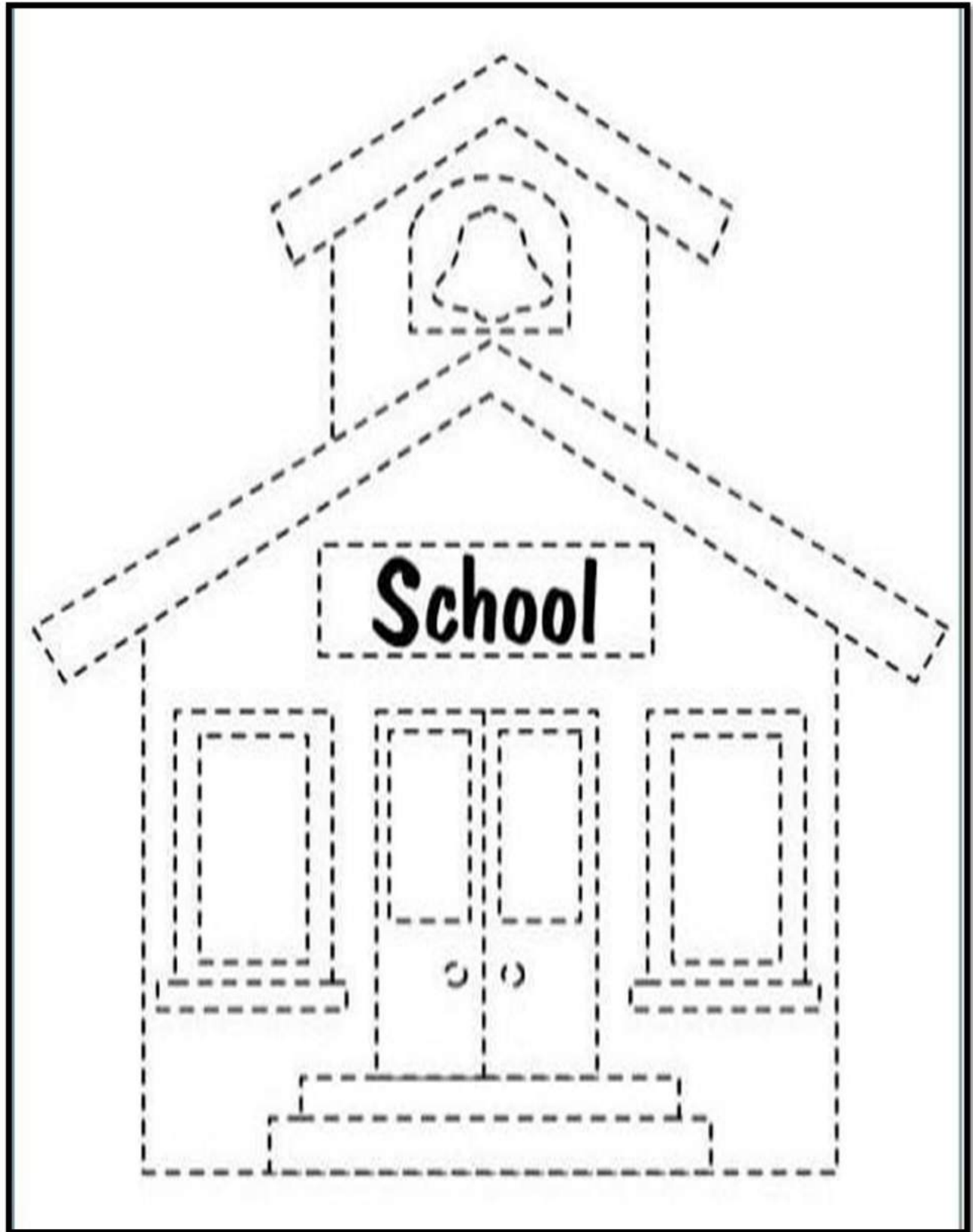


My Name is _____.

MY SCHOOL



TRACE THE LINES AND COMPLETE
YOUR SCHOOL



SHE IS OUR PRINCIPAL
MRS. SANDHYA LAKRA



HE IS OUR H.M.
MR. B.L. KUMBHKAR



TEACHERS OF CLASS 1A
1. MRS. NEELAM
2. MRS. MANISHA



TEACHERS OF CLASS 1B
1. MS. PARUL KHULLAR
2. MS. MANISHA



WEEK -1

- 👉 1ST TWO DAYS (TEACHER 1 & 2)
- 👉 Get familiar with the students
- 👉 Meeting Individual student and parents
- 👉 TIME TO SPEND FOR EACH CHILD 10-15 Minutes



WEEK -1

- 👉 3rd and 4th Day
- 👉 TEACHER 1 AND 2 WILL INTERCHANGE THE ACTIVITIES OF FIRST 2 DAYS (**SWAPPING**)
- 👉 Meeting Individual student and parents
- 👉 TIME TO SPEND FOR EACH CHILD 10-15 Minutes



WEEK -1

👉 5th and 6th Day

👉 Arrange in
Alphabetical
order
(Not separate
boys and girls)

Sl n o	Name of the student	Group No.	Time	Video Conferen ce Code
1		1		
2				
3				
4				
5				
1		2		
2				
3				
4				
5				
1				
2				

WEEK -1

👉 5th and 6th Day

👉 Small group formation of 5 students each. (8 groups)

👉 Introducing each other and ice-breaking activities.



WEEK -2

- ☞ Recall and Review Pre – School Knowledge from individual students.
- ☞ Engage them with small, brief joyful acts including TPR activities.
- ☞ Time to spend in each group 15-20 Minutes



TPR

☞ TOTAL PHYSICAL RESPONSE




Microsoft Word
Document

WEEK -3

- ☞ Teachers to swap the Groups and continue the activities of Week 2
- ☞ Both the Teachers to work in tandem by dividing the tasks



WEEK -4

- ☞ Merge four of the groups each to form two large groups
- ☞ Each Teacher to initiate large group interaction with one group
- ☞ Recall and Review pre – school activities including Rhymes and Songs
- ☞ Introduce the Do's and Don't's to the students and parents to make presence in the online environment pleasant and disturbance less.
- ☞ Time to spend for each group 20-30 Minutes

Initiation of Curricular Transactions – I Week -5

☞ Knowing and Sharing Students' Capabilities in one or more of the following:

- Singing
- Story telling
- Dancing
- Drawing and Painting
- Craft Activities etc.



Initiation of Curricular Transactions - II Week -6

- ☞ Virtual Tour of the Vidyalaya (Movie or PPT with images)
- ☞ Morning Assembly and Vidyalaya Prayer (to be played daily thereafter)
- ☞ Vidyalaya Building including classrooms
- ☞ Children's Park and or Play Facilities
- ☞ Resource Room
- ☞ Computer Lab
- ☞ Interesting Paintings and other works of Art available in the Vidyalaya
- ☞ Introduction of Principal, VP, HM preferably in a live class Introduce variety of activities one by one during this week

SCHOOL READINESS PROGRAMME 2020-21

Greetings with warm welcome!

Children tend to transition well to school when:

- They have early signs of cognitive ability and maturity, and social and self-regulatory skills.**
- Their parents get along well with each other, are responsive and provide stimulating experiences.**
- Their school has a small student-staff ratio that contributes positively to children's school readiness.**
- They have good relationships with teachers and peers.**

Here we go with the 6 week plan of School Readiness Program before the actual teaching and learning process. (Activities in brief)

English

- Greetings and Conversation
- Poem Recitation
- Self-Introduction
- Word Chain
- Phonics Song
- A-Z

EVS

- Collage Making
- Family Tree
- Thumb Painting
- Fruits Name
- Join the dots and Complete the picture
- Poem (Traffic lights)
- Vegetables name

Mathematics

- Shapes (Cut and Paste Activity)
- Tracing activity
- Counting 1-10 (Stones)
- Big and Small
- Counting 1-10 (Poem)
- Counting 1-10

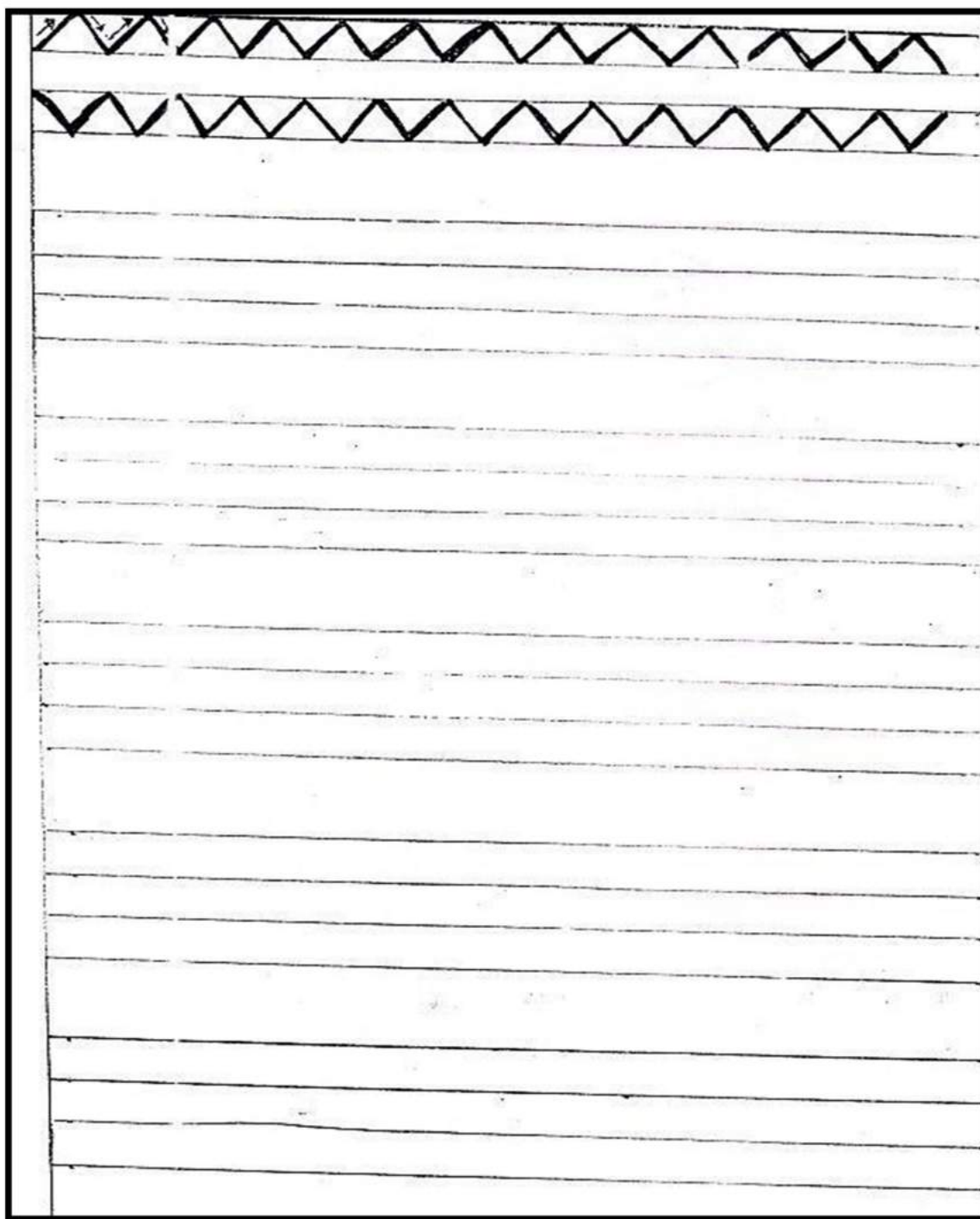
Hindi

- कहानी कथन
- कविता वाचन
- शब्द अंत्याक्षरी
- अ से अः
- अ से ज्ञ (कविता के माध्यम से)
- क से ज्ञ

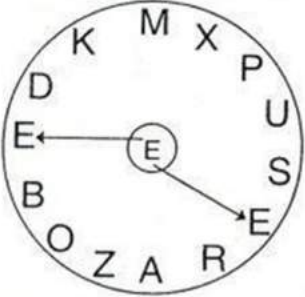
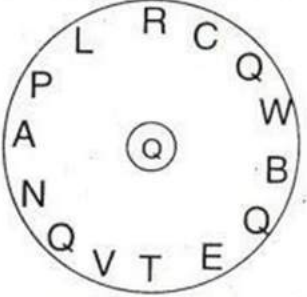
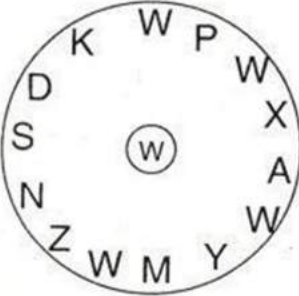
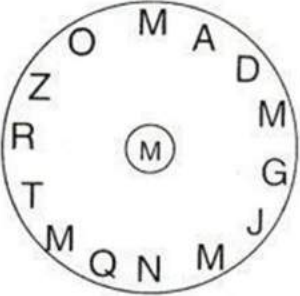
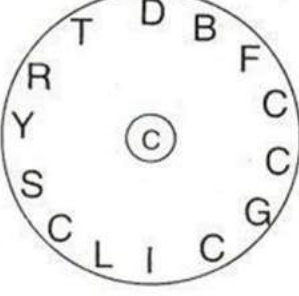
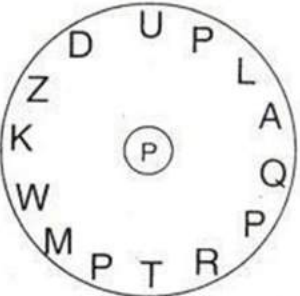
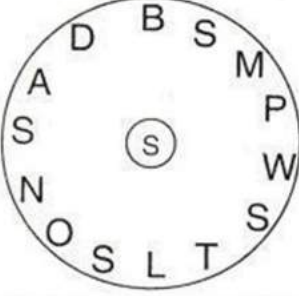

Observe and Copy

The image shows a handwriting practice sheet. At the top, there is a row of diagonal hatching lines, with a small arrow pointing upwards and to the right to indicate the direction of the stroke. Below this row are 18 horizontal lines, arranged in a grid pattern, intended for copying practice. The entire sheet is enclosed in a double-line border.

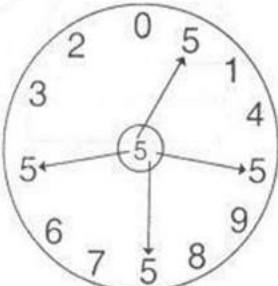
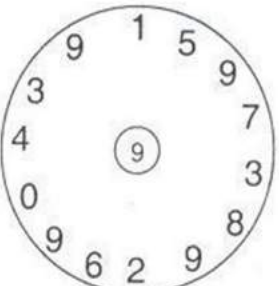


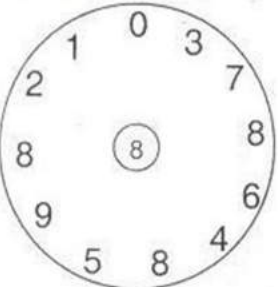

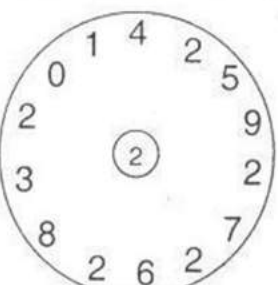
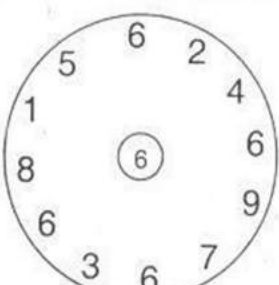
Observe and Copy



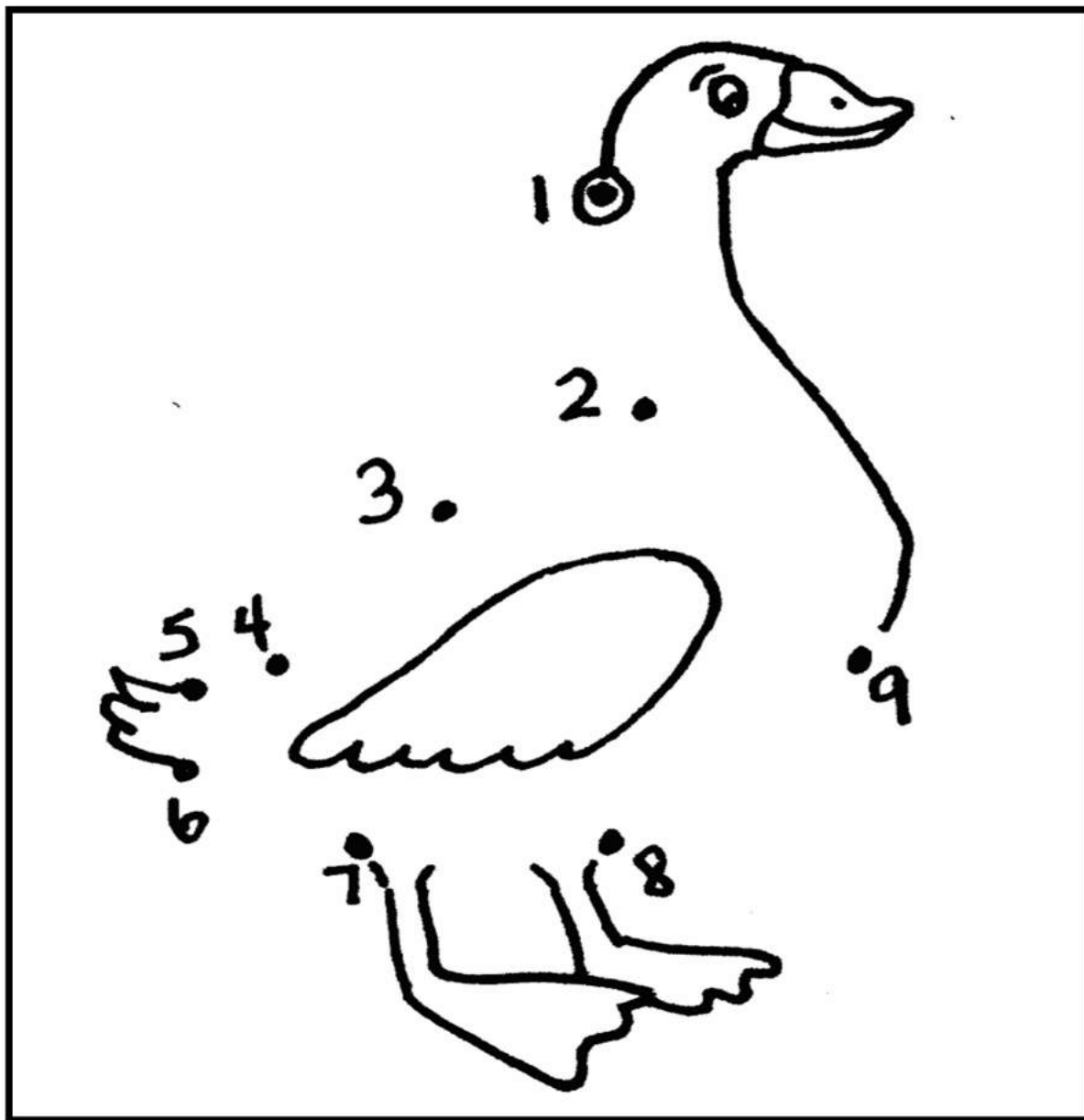
Identify and Match the Alphabets





Identify and Match the Numbers

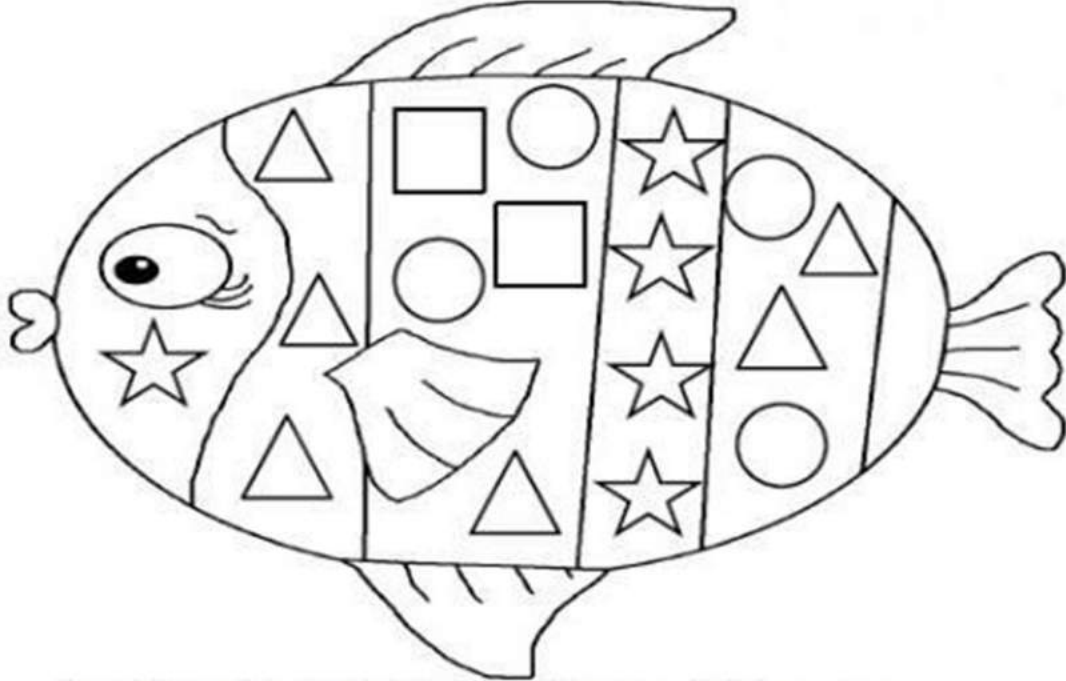
Join the dots beginning with number 1 and complete the picture.







Colour the shapes in the fish as mentioned below.

Color:    

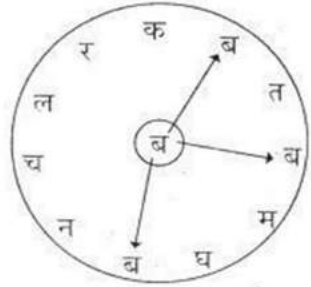
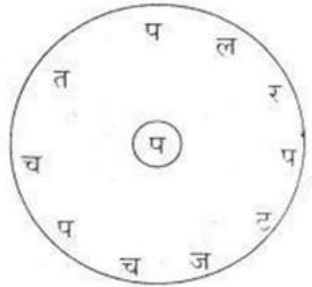
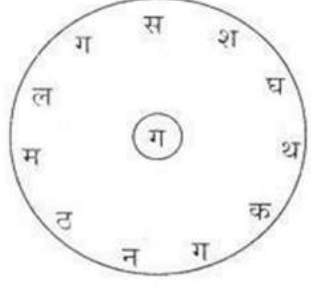




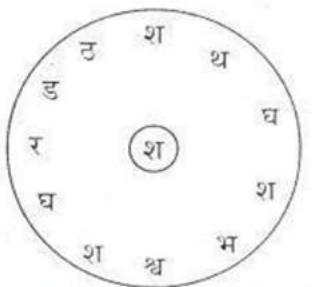
red blue green orange



Count the shapes in the fish. Then make the same number of shapes in the space given below

पहचानो और मिलाओ।

सही अक्षर पर गोला लगाओ



इ (अ) ए



औ इ ओ



ए उ अ



अं ओ ए



अं औ इ



ए आ ई



अ: ओ ऐ



ऊ ओ इ



ई उ इ



अं ओ ऊ

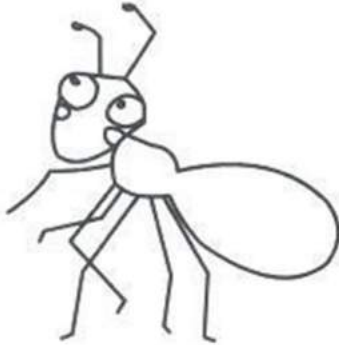



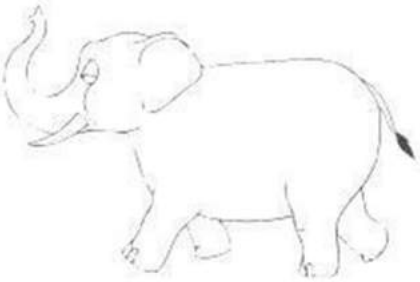
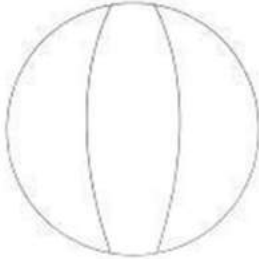


औ ऋ आ

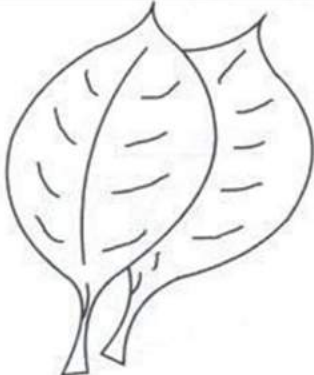




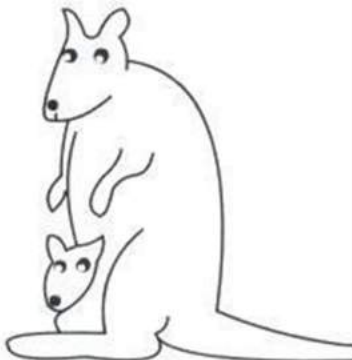


ई उ ऊ

Match the letters to the pictures

	A	
	B	
	C	
	D	
	E	
	F	

Match the letters to the pictures

	G	
	H	
	I	
	J	
	K	
	L	

A line connects the ice cream cone to the letter 'I'.

Match the letters to the pictures

M

N

O

P

Q

R

Match the letters to the pictures

S

T

U

V

W

X

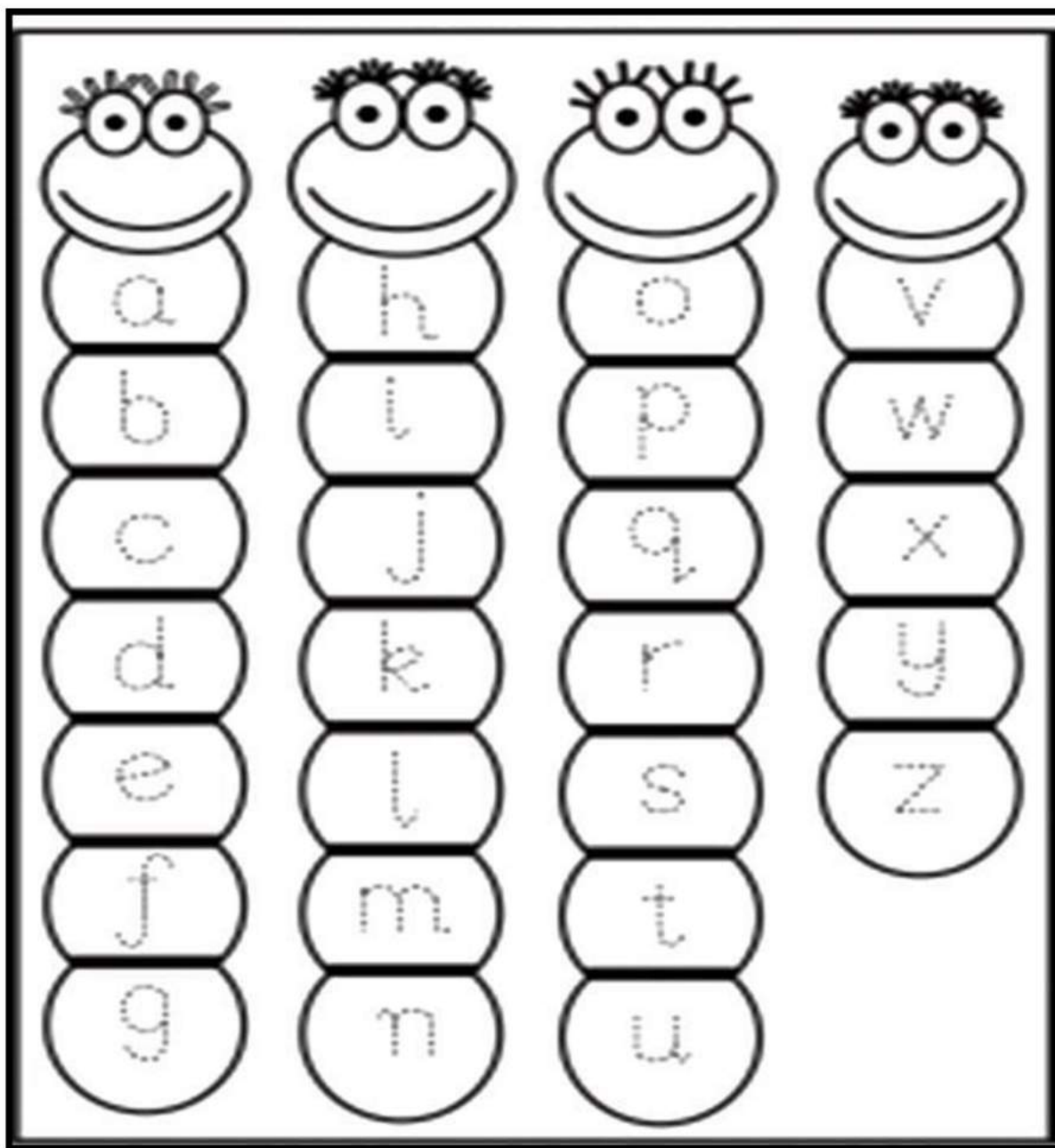
Y

Z

Copy the numbers.

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Trace the letters



Draw a line from each fruit picture to the matching word.



•

• orange



•

• pear



•

• banana



•

• apple



•

• pineapple

Alphabet Uppercase Letter Tracing

A	A	A	A	A	N	N	N	N	N
B	B	B	B	B	O	O	O	O	O
C	C	C	C	C	P	P	P	P	P
D	D	D	D	D	Q	Q	Q	Q	Q
E	E	E	E	E	R	R	R	R	R
F	F	F	F	F	S	S	S	S	S
G	G	G	G	G	T	T	T	T	T
H	H	H	H	H	U	U	U	U	U
I	I	I	I	I	V	V	V	V	V
J	J	J	J	J	W	W	W	W	W
K	K	K	K	K	X	X	X	X	X
L	L	L	L	L	Y	Y	Y	Y	Y
M	M	M	M	M	Z	Z	Z	Z	Z

बन्दर तथा मगरमच्छ

एक नदी के किनारे एक जामुन के पेड़ पर एक बन्दर रहता था जिसकी मित्रता उस नदी में रहने वाले मगरमच्छ के साथ हो गयी । वह बन्दर उस मगरमच्छ को भी खाने के लिए जामुन देता रहता था। एक दिन उस मगरमच्छ ने कुछ जामुन अपनी पत्नी को भी खिलाये । स्वादिष्ट जामुन खाने के बाद उसने यह सोचकर कि रोज़ाना ऐसे मीठे फल खाने वाले का दिल भी बहुत मीठा होगा ; अपने पति से उस बन्दर का दिल लाने की ज़िद्द की । पत्नी के हाथों विवश हुए मगरमच्छ ने भी एक चाल चली और बन्दर से कहा कि उसकी भाभी उसे मिलना चाहती है इसलिए वह उसकी पीठ पर बैठ जाये ताकि सुरक्षित उसके घर पहुँच जाए । बन्दर भी अपने मित्र की बात का भरोसा कर, पेड़ से नदी में कूदा और उसकी पीठ पर सवार हो गया । जब वे नदी के बीचों-बीच पहुंचे ; मगरमच्छ ने सोचा कि अब बन्दर को सही बात बताने में कोई हानि नहीं और उसने भेद खोल दिया कि उसकी पत्नी उसका दिल खाना चाहती है । बन्दर को धक्का तो लगा लेकिन उसने अपना धैर्य नहीं खोया और तपाक से बोला - 'ओह, तुमने, यह बात मुझे पहले क्यों नहीं बताई क्योंकि मैंने तो अपना दिल जामुन के पेड़ की खोखल में सम्भाल कर रखा है । अब जल्दी से मुझे वापिस नदी के किनारे ले चलो ताकि मैं अपना दिल लाकर अपनी भाभी को उपहार में देकर; उन्हें प्रसन्न कर सकूं ।' मूर्ख मगरमच्छ बन्दर को जैसे ही नदी-किनारे ले कर आया ; बन्दर ने ज़ोर से जामुन के पेड़ पर छलांग लगाई और क्रोध में भरकर बोला - "अरे मूर्ख, दिल के बिना भी क्या कोई जीवित रह सकता है? जा, आज से तेरी-मेरी मित्रता समाप्त ।"

इसलिए संकट के क्षणों में धैर्य रखना चाहिए ताकि हम कठिन समय का डट कर सामना कर सकें ।



Lion and Mouse

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus

it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.

Moral : A friend in need is a friend indeed.



दो चूहे थे

दो चूहे थे ,
मोटे -मोटे थे
छोटे छोटे थे ,
वो तो खा रहे थे
बिल्ली ने देखा बोली में भी आऊंगी

नाह मौसी ना तुम आओ
हमे मार डालोगे
पूँछ काट डालोगे
हम तो नहीं आएंगे, हम भाग जायेंगे
हम तो नहीं आएंगे, हम भाग जायेंगे
दो चूहे थे ,
मोटे -मोटे थे
छोटे छोटे थे ,
दूध पी रहे थे
बिल्ली ने देखा बोली में भी आऊंगी
नाह मौसी ना तुम आओ
हमे मार डालोगे
पूँछ काट डालोगे
हम तो नहीं आएंगे, हम भाग जायेंगे
हम तो नहीं आएंगे, हम भाग जायेंगे
दो चूहे थे ,
मोटे -मोटे थे
छोटे छोटे थे ,
वो तो तैर रहे थे
बिल्ली ने देखा बोली में भी आऊंगी
नाह मौसी ना तुम आओ
हमे मार डालोगे
पूँछ काट डालोगे
हम तो नहीं आएंगे, हम भाग जायेंगे
हम तो नहीं आएंगे, हम भाग जायेंगे
दो चूहे थे ,
मोटे -मोटे थे
छोटे छोटे थे ,
वो तो उड़ रहे थे
बिल्ली ने देखा बोली में भी आऊंगी
नाह मौसी ना तुम आओ
हमे मार डालोगे
पूँछ काट डालोगे
हम तो नहीं आएंगे, हम भाग जायेंगे
हम तो नहीं आएंगे, हम भाग जायेंगे





Hands Up, Hands Down

Hands up, hands down,
Up and down,
Hands come rolling down.
Foot up, foot down,
Up and down,
Foot comes rolling down.
Head up, head down,
Up and down,
Head comes nodding down.

...



Red Light, Red Light
What do you say?

I say,
STOP, STOP right away

Yellow Light, Yellow Light
What do you mean?

I mean,
Wait till Light is Green

Green Light, Green Light
What do you say?

I say,
Go, Go right away



अ से अनार, आ से आम
होते हैं सब मिलकर काम
इ से इमली, ई से ईख
अच्छी - अच्छी बातें सीख

