

GRADE WISE ACTIVITIES



Activities for Balvatika and Classes I to II

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

S. No	Activity	Required Resource
Week 1	Exposure visit to the school library <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	<ul style="list-style-type: none"> • Library Books
	Alphabet World (Balvatika) <ul style="list-style-type: none"> • The children move their fingers across semolina/salt in a tray to trace the letters which helps them to understand the formation of the letters. • The children may be encouraged to make the letters with the help of play dough. 	<ul style="list-style-type: none"> • Tray with semolina/salt • Play dough • Object box
	Family stories (Class 1, 2) <ul style="list-style-type: none"> • Help the child weave stories about family members. • Let them put these stories in a book and add old family photographs. • Let the child write and then read to the classmates stories about what happened on special days, such as holidays, birthdays, and family vacations. 	<ul style="list-style-type: none"> • No resources required
Week 2	Fruits and Flowers <ul style="list-style-type: none"> • Assign students the task to create list of the flowers or fruits • Ask students to pick on flower/fruit from the list • Students then read about the assigned 	<ul style="list-style-type: none"> • Reading material or books on flowers and fruits

S. No	Activity	Required Resource
	flower/fruit and read it to the class next day <ul style="list-style-type: none"> The game 'name, animal, thing, flower, fruit' can be played, where the teams have to come out with these words that start with the given letter. Example – Mansi, Monkey, Machine, Marigold, Mango. 	
Week 3	Poetry in motion <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity they can enact the poem with the help of teachers 	<ul style="list-style-type: none"> Reading material or books with some poems
Week 4	Shared Reading <ul style="list-style-type: none"> Shared reading is important for early literacy and most effective for Grade 1 and Grade 2 children. Teacher has to read book to children while simultaneously bringing their attention to the text and pictures of a book, the children tend to match the spoken words with the written word and slowly try to read the book. Through this process children learn how teachers read the books from left to right with expressions. 	<ul style="list-style-type: none"> Reading material or books with stories and pictures
	Exposure visit to the school library <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	<ul style="list-style-type: none"> Library Books
Week 5	Retell the tale <ul style="list-style-type: none"> Summarizing the Story: Children are encouraged to read and then summarize the story in about 5 sentences. Such an activity helps them to think about the story from its beginning to its end. It also helps them in understanding and differentiating between the important and not-so-important elements of the story. 	<ul style="list-style-type: none"> Reading material or books with stories and pictures Worksheet to summarize the stories
Week 6	Title Tree <ul style="list-style-type: none"> Children can be encouraged to think of alternate titles of any particular story, after reading the plot and characters. This can be done through discussion while the teacher draws the title tree on the board. 	<ul style="list-style-type: none"> Reading material or books with stories Drawing material

S. No	Activity	Required Resource
Week 7	<p>Who am I?</p> <ul style="list-style-type: none"> Character Mapping: Children can be encouraged to identify the main characters of the story and their attributes and read it to the whole class. 	<ul style="list-style-type: none"> Reading material or books with stories Worksheets with columns of main characters and attributes
Week 8	<p>Words are my claim to fame</p> <ul style="list-style-type: none"> Creating a newspaper of the week - Children can write about the stories they have read in the last week or month, in a way that it becomes a class newspaper. 	<ul style="list-style-type: none"> No resources required
Week 9	<p>Monthly theme</p> <ul style="list-style-type: none"> Theme based reading related activities can be conducted round the year. Some examples are books related to Mahatma Gandhi, Environment, Water conservation, Swachh Bharat Mission, Ek Bharat Shrestha Bharat, Constitution and fundamental duties, national holidays, sports and famous players around the world, Olympic and Common Wealth Games and tournaments, books related to art, culture and festivities, books related to Indian martyrs, etc. 	<ul style="list-style-type: none"> Reading material or books on theme-based stories
Week 10	<p>Let's cook up something</p> <ul style="list-style-type: none"> The teacher/parent can conduct some simple cooking without fire activities in class and ask the learners to create a recipe book by their respective classes. Students can read their recipe book to the class on following day. 	<ul style="list-style-type: none"> Reading material or books on recipe of different food items Worksheet for food recipe
Week 11	<p>Magic Spells</p> <ul style="list-style-type: none"> The teacher can set the scene by acting and dressing up like a magician. Ask the learners to construct some creative charms and how they would like to use them to do good deeds by writing it down and then reading it to the classmates 	<ul style="list-style-type: none"> Reading material or books on magic charms
Week 12	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. A time can be decided for this- ex. Tuesday 	<ul style="list-style-type: none"> Reading materials like book or newspaper

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	<p>morning at 11:00 am in school</p> <ul style="list-style-type: none"> All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material 	
Week 13	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 22nd February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	<ul style="list-style-type: none"> Books available in any language
	<p>Inspirations from our Leaders</p> <ul style="list-style-type: none"> Assign students to search for a book or an essay on Mahatma Gandhi, Sardar Vallabhai Patel, Subhash Chandra Bose, etc. As a follow up activity, ask students to do an act of kindness and make a note of this Encourage the students to share this in the following week 	<ul style="list-style-type: none"> Stories/essays on Sardar Vallabhai Patel
Week 14	<p>Read and Enact</p> <ul style="list-style-type: none"> The students are assigned to work in groups They are provided a short play to read Next, they are asked to collaborate with one another and enact the entire story. This integration of Reading with performing arts gives the learner an additional boost and adds more fun dimensions to reading. 	<ul style="list-style-type: none"> Reading material or a book containing a play
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 4. 	<ul style="list-style-type: none"> Library Books

Note: In case the schools are closed, activities like Exposure visit to the school library, Read and Enact to be replaced with the following activities:

1. TOPIC- KNOW YOUR FOOD

- The teacher/parent/volunteer will ask the students to get a list of food items from home which they ate on the previous day.
- The next day they will share them in the class/home.
- They will first of all try to read the name of the food item.

- Each name of the food items like roti, water, milk, tea, lemon, dal, vegetables, fruits etc. will be read using the beginning sound by the students with assistance.
- These words will be written on the blackboard by the teacher. If the activity is conducted at home/community centres the names can be written on a piece of paper.
- The next day more words from the list will be taken and read in the class.
- These words become sight words and enable them to read and identify.

2. TOPIC- LISTENING AND SHARING

- The teacher/parent/volunteer will ask the students to listen and observe any of the programmes on TV/Radio or a story told by parents/grandparents.
- They will hear the characters/names of the story/programme.
- With their listening skills they will tell their teacher/parent/volunteer about the name of the story/programme and the teacher/parent/volunteer will write them on the black board or any piece of paper.
- Now that the students will have enough names written on the blackboard/paper, students will be asked to read the names.
- The word wall will be created in the class and the students will be asked to read every morning and few of them will share about the story/programme which they heard/watched.

Activities for Classes III to V

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

Sl. No.	Activity	Required Resource
Week 1	Exposure visit to the school library <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	Library Books
	Circle Time <ul style="list-style-type: none"> • The students sit in a circle and the teacher initiates the story by giving them the opening sentence and setting the scene. • Each student takes the story further by adding a sentence and speaks to whole class. 	No resources required
Week 2	Dress & Tell <ul style="list-style-type: none"> • The students dress up as their favourite writer/poet and read a story/poem of that character to the class. • This will encourage others to read about the same. 	<ul style="list-style-type: none"> • Pictures of various writer /poet • Book of stories/poems by those writers/poets
Week 3	Bend The End <ul style="list-style-type: none"> • The teacher reads a story selected according to the theme of the month (it needs to have a moral or ethical significance) and asks the learners to change the ending. • As the leading protagonist, how would they have acted in the given situation. 	Story books

Sl. No.	Activity	Required Resource
Week 4	Set The Scene <ul style="list-style-type: none"> The teacher divides the class into groups of 4 or 5. He/ she presents them with a setting (describes any setting, for example: old fort/ desert/ playground) and describes characters from the setting such as king/ queen/ dragon/ farmer/ camel/ magician/ children. Then teacher asks them to construct a short story which can be read aloud by one of the group members. 	Story books
	Exposure visit to the school library <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	Library books
Week 5	Folklore Fun <ul style="list-style-type: none"> The teacher can select an interesting folk tale from the rich heritage of the partner state under the Ek Bharat Shresht Bharat program and read it in class and ask some students to enact it out. 	Folk tale books of states
Week 6	Literary Calendar <ul style="list-style-type: none"> The students can prepare a literary calendar by marking the birth dates of various writers/ poets and enlisting their works. From this list they can choose a book/ poem to read. 	<ul style="list-style-type: none"> Calendar Story/ Poem books
Week 7	Speak Up <ul style="list-style-type: none"> This activity needs to be conducted in pairs. One student is the author/ writer and the other is the fictional character created by the author. Both of students in one pair needs to read a book of character-author pair. They ask each other 5 questions. For e.g. about Ruskin Bond, Swamy and RK Narayan etc. Local stories written by writer and their famous character 	Reading material or books on various fictional characters

Sl. No.	Activity	Required Resource
Week 8	<p>Prop Up</p> <ul style="list-style-type: none"> The teacher prepares a bag full of props (like crown, sword, pot, gloves, ring, wand, etc.) or a list of props for students at home. The children pick out (or in case of students from home, teachers randomly assign) a prop and students write how they would use the prop to do a good deed. Then each student reads their creation to whole class. 	<ul style="list-style-type: none"> Reading material or books about usages of props Collection of props
Week 9	<p>Reading Poetry</p> <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity they compose their own poem using the poetic devices learned. 	A poetry books or a reading material with poems
Week 10	<p>Meri Kahani, Meri Zubani</p> <ul style="list-style-type: none"> Each student takes up the role/ identity of a thing such as river, tree, wheat plant, etc. and creates its journey of life. The journey of life created by different students are heard in class as a follow up. 	Reading material or books with journey life of different natural objects
	<p>Nani Dadi ki Kahaniyaan</p> <ul style="list-style-type: none"> Nothing feels better than a tale told by our grandparents. The teacher asks the learners to narrate/ write a tale told to them by their grandparents and what they learnt from it. Each student then read it to the class They can then read any such collection (Sudha Murthys Grandma's bag of stories is a 	No resources required
Week 11	<p>Judge a Book by its Cover</p> <ul style="list-style-type: none"> As a part of the Book Week or Literary Day celebration, the teacher can ask the learners to design a book cover for their favourite book. Students have to read the book first to design the cover relevant to the content 	<ul style="list-style-type: none"> Reading material or books with stories Design materials
Week 12	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. 	Reading materials like books or newspaper

Sl. No.	Activity	Required Resource
	<ul style="list-style-type: none"> A time can be decided for this- ex. Tuesday morning at 11:00 am in school All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material 	
Week 13	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 22nd February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	Books available in any language
Week 14	<p>If I Were</p> <ul style="list-style-type: none"> The teacher asks the students to select a profession from the given array (sailor/ soldier/ scientist, etc). They are then asked to read a story about a prominent personality from that profession and talk about it in class as to how they made the world a better place. 	Reading material or books on different profession
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 4. 	Library Books

Note: In case the schools are closed, activities like Exposure visit to the school library, Circle Time, Set the Scene to be replaced with the following activities:

1. TOPIC- KNOW YOUR FOOD

- The teacher/parent/volunteer will ask the students to get a list of food items from home which they ate on the previous day.
- The next day they will share them in the class/home.
- They will first of all try to read the name of the food item.
- Each name of the food items like roti, water, milk, tea, lemon, dal, vegetables, fruits etc. will be read using the beginning sound by the students with assistance.
- These words will be written on the blackboard by the teacher. If the activity is conducted at home/community centres the names can be written on a piece of paper.

- The next day more words from the list will be taken and read in the class.
- These words become sight words and enable them to read and identify.

2. TOPIC- LISTENING AND SHARING

- The teacher/parent/volunteer will ask the students to listen and observe any of the programmes on TV/Radio or a story told by parents/grandparents.
- They will hear the characters/names of the story/programme.
- With their listening skills they will tell their teacher/parent/volunteer about the name of the story/programme and the teacher/parent/volunteer will write them on the black board or any piece of paper.
- Now that the students will have enough names written on the blackboard/paper, students will be asked to read the names.
- The word wall will be created in the class and the students will be asked to read every morning and few of them will share about the story/programme which they heard/watched.

Activities for Classes VI to VIII

To be achieved:

Developmental Goals and Learning Outcomes:

- **Effective Communication**
 - critical and creative thinking
 - ability to locate, understand and reflect on various kinds of information
- **Involved Learners**

S. No	Activity	Required Resource
Week 1	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> • All children to visit to the school library and explore books that are available. • Every child must get one age appropriate book issued to read and tell about the same in the fourth week. • While reading the book at home an adult of the family must be present to ensure correctness. 	Library books
Week 2	<p>Read and write</p> <ul style="list-style-type: none"> • Through this activity, students learn to read and also create stories on a given topic. • The teacher may assign all students a story that is to be read. • The teacher picks up any 5-8 objects from the story (for example- the story has reference of items like bicycle, rose, tress, leaves, animals etc. these may be picked) • Students are asked to create a new story using the objects that the teacher has assigned • The stories of students are heard in class as a follow up 	Story books
Week 3	<p>Reading Poetry</p> <ul style="list-style-type: none"> • Students are asked to read poems by poets of their own choice/ recommended by teacher/recommended by family. 	A poetry book or a reading material with poems
Week 4	<p>Read with friends, read for fun</p> <ul style="list-style-type: none"> • Each student is asked to pick any short story that he has already read earlier and likes a lot. • He/ she is asked to read this story to another student from a junior class/ younger sibling. This can be done under supervision of teachers or 	No resources required

S. No	Activity	Required Resource
	<p>parents.</p> <ul style="list-style-type: none"> The senior student who is the reader is asked to modulate his voice and read with expression to make the story interesting. 	
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 1. Get another age appropriate book issued to be read by the week 14. 	Library books
Week 5	<p>Characters check</p> <ul style="list-style-type: none"> The class is assigned the same short story to read This is followed by a mock press interview where students take the role of the key characters and the others are assigned the role of the press The press can ask questions to the characters. This interaction needs to be moderated by the teacher 	Reading material books or with stories
Week 6	<p>Analyzing lyrics/ recipes</p> <ul style="list-style-type: none"> The teacher can pick up 5-6 lyrics (check for lyrics appropriateness) of folk songs/film songs or recipes of local dishes Ask each student to pick one song/ recipe ahead of time Each student can undertake a literary analysis of the chosen song. It may include the context, message, emotions etc. In case it is the recipe, the student can be asked to analyze the recipe and re-create it using only limited ingredients. Alternatively, the student can be asked to re-create the recipe to make it suit the tastes of his/ her grandparent. 	Recipe/Lyric workbook
Week 7	<p>Book recommendations</p> <ul style="list-style-type: none"> Each student is asked to think of a book that they would recommend to a friend (they can refer to reading lists provided by the teacher). From the chosen book, each student should then write a character summary of the most villainous character. 	<ul style="list-style-type: none"> Reading list containing book names Books which can be read by students
Week 8	Read and Enact	Reading material or a

S. No	Activity	Required Resource
	<ul style="list-style-type: none"> The students are assigned to work in groups They are provided a short play to read Next, they are asked to collaborate with one another and enact the entire story. This integration of Reading with performing arts gives the learner an additional boost and adds more fun dimensions to reading. 	book containing a play
Week 9	<p>Reading for Ek Bharat Shreshtha Bharat</p> <ul style="list-style-type: none"> Students research on the partnering State/UT under 'Ek Bharat, Shreshtha Bharat' in pairs and look for some textual material on the state After reading each pair of students makes a collage based on their reading and presents it in the class with description. 	<ul style="list-style-type: none"> Reading materials on state Worksheets for making collage
Week 10	<p>On the quest of Local Flora</p> <ul style="list-style-type: none"> The year 2021 has been declared as the Year of Fruits and Vegetables by the United Nations. The students are assigned the task to locate information on local fruits and vegetables, their varieties and special features over the week (during library and computer periods) The science teacher screens the material collected. She may add some more relevant readings on the theme. The students work in groups and read the pieces in one period in the following week. 	<ul style="list-style-type: none"> Books on fruits and vegetables Worksheets on local fruits and vegetables
Week 11	<p>Twist</p> <ul style="list-style-type: none"> The teacher picks up an interesting story (thriller or suspense) as a preparatory step. Students may be divided in to small groups. One of the groups reads this to the class Next, the teacher asks the other groups/students to give a twist to the story by altering the way the story ends. 	Story book
Week 12	<p>Reading Poetry</p> <ul style="list-style-type: none"> Students are asked to read poems by poets of their own choice/ recommended by teacher. As a follow up activity, they compose their own poem using the poetic devices learned 	<ul style="list-style-type: none"> Poetry book or a reading material with some poems Some ready reference on poetic devices with examples

S. No	Activity	Required Resource
	<p>Drop Everything And Read (DEAR)</p> <ul style="list-style-type: none"> On any one decided day and time, everyone in the school (those students are coming to school) or at home will read for at least 20 minutes. A time can be decided for this. Example: Tuesday morning at 11:00 am in school All present in the school- students, teachers, staff ensures that they are prepared for this activity and bring some reading material. 	<ul style="list-style-type: none"> Reading materials like book or newspaper
Week 13	<p>Hunting the papers</p> <ul style="list-style-type: none"> Assign students the task to locate/ hunt a list of items in the newspaper This can be a common word that is a part of the headline or a comic strip or even the name of the city/ town The students can save this newspaper article and write a brief summary of this 	<ul style="list-style-type: none"> Newspaper Worksheets to write brief summary
	<p>Reading story in own language (Kahani Padho Apni Bhasa Main)</p> <ul style="list-style-type: none"> Every year 22nd February is celebrated as International Mother Tongue Day. The teacher will select any book in any language (including regional/mother tongue) and then ask the students to write a book review. 	<ul style="list-style-type: none"> Books available in any language
Week 14	<p>Inspirations from our Leaders</p> <ul style="list-style-type: none"> Assign students to search for a book or an essay on Mahatma Gandhi. As a follow up activity, ask students to do an act of kindness and make a note of this Encourage the students to share this in the following week 	<p>Stories/ essays on Mahatma Gandhi</p>
	<p>Exposure visit to the school library</p> <ul style="list-style-type: none"> Every child to tell few lines about the book read which they had got issued from library in week 	<p>Library Books</p>

Note: In case the schools are closed, activities like Exposure visit to the school library, Characters check to be replaced with the following activities:

1. REVERSE READING:

- Reverse reading is reading the words from the end of the page or paragraph
- To the start of the paragraph/page, children tend to read from right to left and continue in the same manner for each line.
- This develops critical thinking and as well as develop confidence among children in reading. This activity may be conducted with upper primary children.

2. ZIG ZAG READING:

- Zig Zag Reading is reading the words/text from left to right and then from right to left.
- Children will repeat the process of reading in the same pattern in a Zig Zag manner for the whole content/text/paragraph.
- By Reading in the zig zag manner children will be able to develop fast reading and helps to boost their left – right brain coordination.