

**ATOMIC ENERGY EDUCATION SOCIETY**

**Anushakti Nagar, Mumbai 400094**

**SYLLABUS FOR BALVATIKA – 3 (2023-24)**


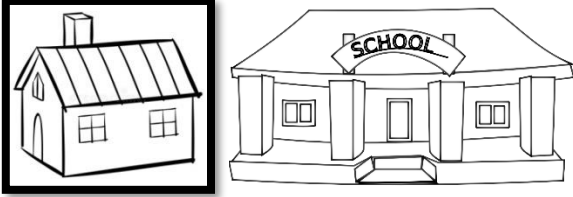
**ENGLISH**

<b>S.NO</b>	<b>Month</b>	<b>Subject/Topic Details</b>	<b>Suggested Activities</b>
1	APRIL to JUNE	<p>1. Revision of Alphabet - Aa to Zz</p> <p>2. Revision of two letter words.</p> <p>3. Teaching: vowels and consonants - Articles 'a' and 'an'</p> <p>4. Introduction of vowel - 'a' family words - ab, ad, ag, am, an, ap, ar, at, ax, ay words</p>	<p>-Revise the Alphabet - Aa to Zz and two letter words done in Balvatika 2 (orals and written)</p> <p>-To help students identify and understand the key difference between vowels and consonants</p> <p>-Introducing Articles 'a' and 'an' through activities and worksheets having a variety of interesting exercises</p> <p>- 'a' family words – To be written in Red and Blue line with gap book</p> <p>-ab words-cab</p> <p>-ad words-pad, sad</p> <p>-ag words- bag, tag</p> <p>-am words- jam, dam, yam</p> <p>-an words- can, fan, man, pan, van</p> <p>-ap words- cap, tap</p> <p>-ar words- car, jar</p> <p>-at words-bat, cat, fat, hat, mat, rat</p> <p>-Sight Words: Making a list of related words (vowel 'a' family) and putting them at a prominent place in the classroom</p>

	<p><b>APRIL to JUNE</b></p>	<p>5.Introduction of This &amp; That (June)</p> <p>6. Reading sight words</p>	<p><b>Worksheets</b></p> <ul style="list-style-type: none"> <li>-Match picture with correct word</li> <li>-Write the name of the picture</li> <li>-Circle the correct word for the given picture</li> <li>-Fill in the missing letters</li> <li>-Rhyming Words</li> <li>-Jumbled words</li> <li>-Word puzzles and games</li> <li>-Draw/ Colour the correct picture for the words</li> <li>-Dictation of the above words ('a' family words)</li> </ul> <p>-Introduce the concept of 'This' and 'That' and with the help of activities</p> <p>-Writing sentences using the words 'this and that'</p> <p>-Reading the sight words aloud</p> <p>-Providing opportunities for conversation and expression using the sight words</p> <p>-Sight words can be taken from the concepts of the next month</p>
<p><b>2</b></p>	<p><b>JULY</b></p>	<p>1. Introduction of vowel 'e' &amp; 'i' family words</p> <ul style="list-style-type: none"> <li>- eb, ed, eg, en, et, ey words</li> <li>- ib, id, ig, in, ip, it words</li> </ul>	<p>eb words- web</p> <p>ed words- bed, red</p> <p>eg words- leg, peg, keg</p> <p>en words- den, hen, men, pen , ten</p> <p>et words- wet</p> <p>ey words- key</p> <p>ibwords- bib, nib, rib</p>

		<p>2. Introduction of:  - 'These' &amp; 'Those'  -'in' &amp; 'on'</p> <p>3. Reading sight words</p>	<p>idwords- lid, kid  igwords- big, fig, dig ,wig  in words- bin, fin, pin, tin  ipwords-dip, lip, hip, sip,zip  itwords- bit, hit, kit, pit, sit  Sight Words: Making a list of related words (vowel 'e' and 'i' family) and putting them at a prominent place in the classroom  -Worksheets to be continued as done for previous words</p> <p>-Introduce the concept of 'These' &amp;'Those' and 'in' &amp;'on' with the help of activities  -Writing sentences using the words 'these and those' and 'in' &amp;'on'</p> <p>-Reading the sight words aloud  -Providing opportunities for conversation and expression using the sight words  -Sight words can be taken from the concepts of the next month</p>
3	AUGUST	<p>1. Introduction of vowel 'o' &amp; 'u' family words  - ob, od, og, op, ot words  - ub, ug, us words</p>	<p>obwords-cob  odwords-cod, rod  og words-dog, fog, log, jog  opwords- cop, hop, mop, top  otwords-cot, dot, hot  ubwords-cub,rub,tub  ugwords-bug,rug,jug,mug  uswords-bus  -Worksheets to be continued as done for previous words</p> <p>Sight Words: Making a list of related words (vowel 'o' and 'u' family) and putting them at a prominent place in the classroom</p>

		<p>2. Introduction of:</p> <ul style="list-style-type: none"> <li>-Blends (ch,sh,th )</li> <li>- Consonant Blends : initial consonant clusters (bl, br, cl, cr, st, str etc)</li> <li>-I, He, She &amp; It</li> <li>-Use of : and, is, am, are</li> </ul> <p>3-Action Words</p> <p>4. Reading sight words</p>	<ul style="list-style-type: none"> <li>-Build a common understanding of blends are. Define blends as two or more consonants that each make their own sound, the sounds blend together</li> <li>-Teaching the children how to use the blends at the beginning and at the end of a particular word</li> <li>-Teaching the use of am, are, is I am, You are, He/She/It is We are, You are, They are</li> <li>Drilling the concept with different action words (sing, eat, dance etc)</li> <li>-Writing sentences based on (I am, You are, He/She/It is We are, You are, They are)</li> <li>-Introduction of action words</li> <li>-Writing a few basic action words</li> <li>-Reading the sight words aloud</li> <li>-Providing opportunities for conversation and expression using the sight words</li> <li>-Sight words can be taken from the concepts of the next month</li> </ul>
4	SEPTEMBER	<p>1.Introduction of:</p> <ul style="list-style-type: none"> <li>-above and below</li> <li>-singular, plural</li> <li>-opposites</li> </ul>	<ul style="list-style-type: none"> <li>-Explaining the appropriate use of 'above' and 'below' through pictures and activities</li> <li>-Teaching the students the concept of one and many, singular and plural through activities and examples</li> <li>-Writing few simple opposites</li> <li>-Worksheets consisting of child centered activities and exercises to drill the concepts</li> </ul>

		<p>2. Picture Composition (Oral and Written) Topic- Myself and My Family</p>  <p>3. Reading sight words</p>	<ul style="list-style-type: none"> <li>-Framing a few sentences based on the picture shown</li> <li>-Encourage students to write some key words based on the picture shown</li> <li>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</li> </ul> <p>Sight Words can be developed based on the words used during conversation</p>
5	OCTOBER	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- My School and My Home</p>  <p>3. Reading sight words</p>	<ul style="list-style-type: none"> <li>-Framing a few sentences based on the picture shown</li> <li>-Encourage students to write some key words based on the picture shown</li> <li>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</li> </ul> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>
6	NOVEMBER	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- In the Park/ Garden and Birthday Party</p>	<ul style="list-style-type: none"> <li>-Framing a few sentences based on the picture shown</li> <li>-Encourage students to write some key words based on the picture shown</li> <li>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</li> </ul>



3. Reading sight words

Sight Words can be developed based on the words used during conversation  
 Words based on the topics of the next month

7 DECEMBER

1. Picture Talk  
 2. Picture Composition (Oral and Written)  
 Topic- Festivals of India and Places of Worship



3. Reading sight words

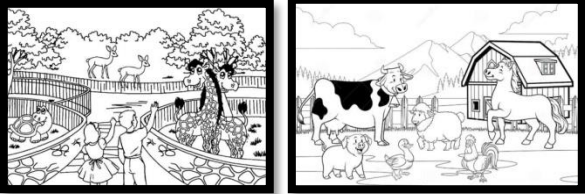

-Framing a few sentences based on the picture shown  
 -Encourage students to write some key words based on the picture shown

-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook  
 Sight Words can be developed based on the words used during conversation  
 Words based on the topics of the next month

8 JANUARY

1. Picture Talk

-Framing a few sentences based on the picture shown  
 -Encourage students to write some key words based on the picture

		<p>2. Picture Composition (Oral and Written) Topic- A Visit to a Zoo and Farm House</p>  <p>3. Reading sight words</p>	<p>shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>			
9	FEBRUARY	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- At the Beach and A Visit to the Market</p>  <p>3. Reading sight words</p> <p>4. Reading small passages/poems</p>	<p>Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p> <p>-Reading small passages /poems and answering the questions</p> <p>-Worksheets may be given for short passages/poems</p> <p>Example of a passage is given below:</p> <table border="1" data-bbox="1284 1357 1838 1484"> <tr> <td>The park has a mango tree.</td> </tr> <tr> <td>The tree is big and tall.</td> </tr> <tr> <td>There are ten mangoes on the</td> </tr> </table>	The park has a mango tree.	The tree is big and tall.	There are ten mangoes on the
The park has a mango tree.						
The tree is big and tall.						
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			<table border="1"> <tr> <td>tree.</td> <td colspan="2"></td> </tr> <tr> <td>The mangoes are yellow in colour.</td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Fill in the gaps:</b></td> <td><b>Put ✓ or X</b></td> <td><b>Draw a mango and colour it</b></td> </tr> <tr> <td>1. The park has a ____ tree.</td> <td>1. There is an apple tree in the park. ( )</td> <td rowspan="2"></td> </tr> <tr> <td>2. There are ____ mangoes on the tree.</td> <td>2. The tree is big. ( )</td> </tr> </table>	tree.			The mangoes are yellow in colour.						1	2	3	<b>Fill in the gaps:</b>	<b>Put ✓ or X</b>	<b>Draw a mango and colour it</b>	1. The park has a ____ tree.	1. There is an apple tree in the park. ( )		2. There are ____ mangoes on the tree.	2. The tree is big. ( )
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<b>10</b>	<b>MARCH</b>	Revision	Revision																				




# ATOMIC ENERGY EDUCATION SOCIETY

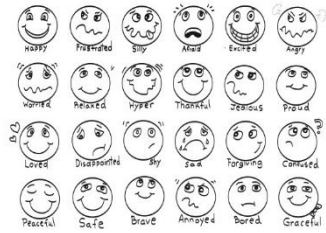
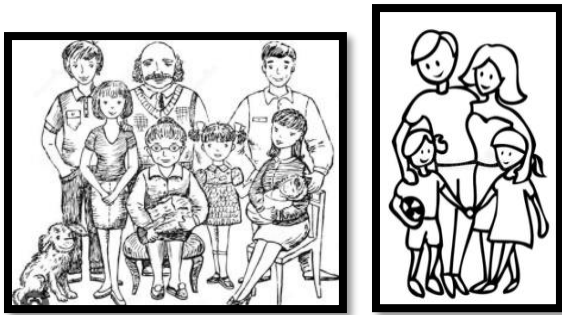
Anushakti Nagar, Mumbai 400094

## SYLLABUS FOR BALVATIKA – 3 (2023-24)

### GK-Awareness about Immediate Environment, Health and Well Being and Sensitization about Environmental Concerns

S.NO.	Month	Subject/ Topic Details	Suggested Activities
1	APRIL to JUNE	<p>1.Seasons Other Concepts –Water, Air ,Sun Moon, Day and Night</p>  <p>2. Colours :- Primary Colours –Introduction of dark and light shades</p>	<ul style="list-style-type: none"><li>-Comparing different season</li><li>-Talk about the time of the season in the year, weather, food, things we use, type of clothes we wear in a particular season</li><li>-Picture talk</li><li>-Talk about the sun, the moon, water and air. Discuss the uses of air and water</li><li>-Develop the ability to differentiate the features of the night and daytime sky</li><li>- Encourage children to learn and use the new vocabulary acquired in everyday language</li><li>- Creative worksheets for practicing and reinforcing the concepts</li><li>- Freehand drawing</li></ul> <p>Revision : Primary colours</p> <ul style="list-style-type: none"><li>-Introduce the different shades( dark and light) of the colours by showing concrete objects( computer may be used to show different shades of a colour)</li><li>-Colouring activities</li><li>-- Creative worksheets for practice and reinforcing the concepts</li></ul>

### 3. Myself, Emotions, My Family (June)



- Encourage the children to express themselves: tell a few sentences about themselves, their likes and dislikes, their favourite toy/ food etc.
- Encourage children to talk about their family members, the work they do etc.
- Helping students in understanding and appreciating the work done by every member of the family and designing their own role in the housework
- To make the children understand the concept of small family/ large family
- To recognize that every family is unique
- To develop a pro-social behavior like caring, sharing, collaboration, respecting and greeting elders, helping the family members etc.
- To know the different emotions like feeling happy, sad, angry, sleepy etc.
- Encouraging the children to express their emotions without the fear of rejection
- Explaining the children about the good/ acceptable and unacceptable behavior (beating peers, teasing stray animals, throwing tantrums etc.)
- Picture Talk
- Colouring activities
- Creative worksheets for practicing and reinforcing the concepts
- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)

2

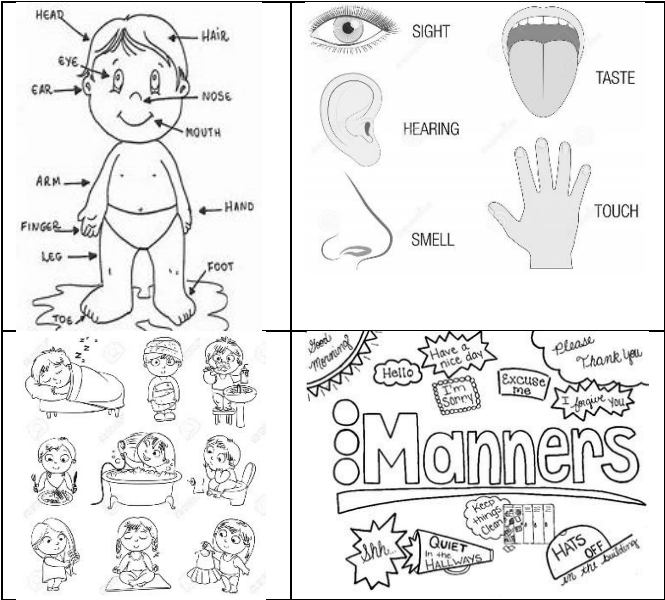
JULY

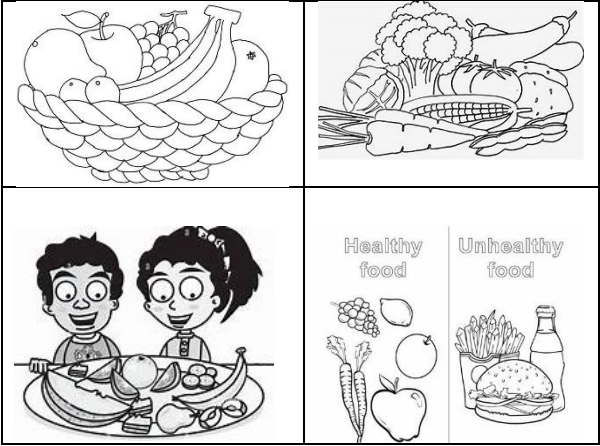
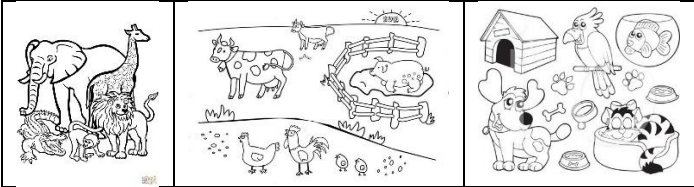
### My Home, Rooms in a House


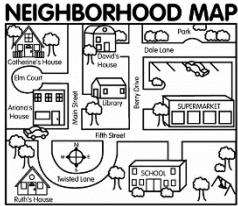
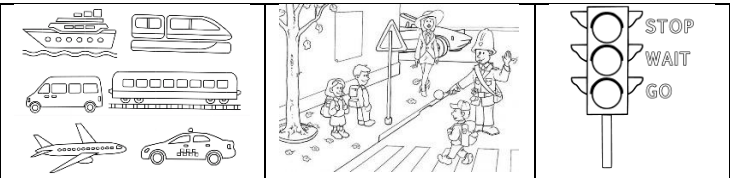


Days of the week,  
Months of the year

- Encourage each child to talk about his/her home: rooms in the house, different things used in the different rooms of the house and the purpose of the rooms. Eg: food is cooked in the kitchen, we sleep in the bedroom etc.
- To make the students aware of common issues and sensitize them towards environmental concerns. Eg: Why should we not waste water? Why should we switch off lights when not in use? etc.
- Importance of swachhta
- Revision: Days of the week and the Months of the year
- Make the children write and learn the spellings
- Calendar activity (telling the day, month, date, year etc)

			<ul style="list-style-type: none"> <li>-Picture Talk</li> <li>-Colouring activities</li> <li>-- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul>
3	AUGUST	<p>Parts of the body, Sense Organs Good Habits, Good Manners</p>  <p>Secondary Colours ( light and dark shades)</p>	<p>Revision the Parts of the body and making the children write and learn the spellings of some body parts</p> <ul style="list-style-type: none"> <li>-Naming the sense organs and their uses in complete sentences (Written)</li> <li>-Development of healthy habits, hygiene, sanitation and awareness for self protection</li> <li>-Encouraging children to practice simple yoga exercises to keep themselves fit and healthy</li> <li>-Creating awareness about the magic words ‘ sorry’, ‘please’, ‘thank you’ and ‘excuse me’ and their usage at the appropriate occasion</li> <li>-Sensitizing the children about good touch and bad touch; encouraging them to share their feelings with any close adult(parents, grandparents, teachers etc.)</li> </ul> <p>It should be ensured that students maintain and display basic health and hygiene, sanitation practices and healthy eating practices with increased independence</p> <ul style="list-style-type: none"> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> <p>Revision : Secondary colours</p> <ul style="list-style-type: none"> <li>-Introduce the different shades( dark and light) of the colours by showing concrete objects(Computer may be used to help them explore different shades and colours)</li> <li>-Colouring activities</li> <li>- Creative worksheets for practicing and reinforcing the concepts</li> </ul>

<p>4</p>	<p><b>SEPTEMBER</b></p>	<p>Fruits and Vegetables Good Eating Habits Nutritious and junk food</p> 	<p>Revision: Fruits and Vegetables</p> <ul style="list-style-type: none"> <li>-To write and learn the spellings of a few locally available common Fruits and Vegetables</li> </ul> <p>The children should know :</p> <ul style="list-style-type: none"> <li>-fruits that can be eaten peeled/ unpeeled</li> <li>-fruits that have more seeds/a few seeds/seedless</li> <li>- vegetables that can be eaten raw/ cooked</li> <li>-difference between leafy and other vegetables</li> <li>- vegetables that grow on plants / underground</li> <li>-Developing good eating habits: chewing food properly, not to talk while eating, drinking lots of water etc</li> <li>-Encouraging the children to enjoy eating nutritious food and to differentiate between the healthy and junk food</li> </ul> <p>Activity: Preparation of vegetable sandwich, mixed salad, fruit salad etc</p> <ul style="list-style-type: none"> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul>
<p>5</p>	<p><b>OCTOBER</b></p>	<p>Animals: -Pet -Domestic -Wild -Water</p> 	<ul style="list-style-type: none"> <li>-Revision: pet, wild, domestic animals</li> <li>-Introduction of water animals</li> <li>-Identifying the unique features of animals</li> <li>-Children should be able to classify the animals( Pet, wild and domestic)</li> <li>-To write and learn the spellings of few animals, their babies, their homes, food they eat and animal products</li> <li>-Developing skills of noticing and describing finer details of animals in the immediate environment</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> <p>Activity: A visit to the zoo/ farm can be arranged</p>

<p>6</p>	<p><b>NOVEMBER</b></p>	<p>Community Helpers</p>  <p>My Neighbours and Neighbourhood</p> 	<ul style="list-style-type: none"> <li>-Revision : Community Helpers</li> <li>-Talk about the various community helpers and the work done by them</li> <li>- Identification of the tools used by the helpers</li> <li>-To Write and learn the spellings of few community helpers</li> <li>- Developing skills of noticing and describing finer details of different professionals</li> <li>-Sensitizing students about dignity of labour and respecting all types of jobs equally</li> <li>-Encouraging the children to talk about their neighbours and about their neighbourhood (market, stores, park, police station, hospital, saloon, bank, post office etc.)</li> <li>-Picture Talk</li> <li>-Colouring activities</li> <li>-- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul>
<p>7</p>	<p><b>DECEMBER</b></p>	<p>Modes Of Transport Traffic Signal Road Safety</p> 	<ul style="list-style-type: none"> <li>-Let the child tell how they commute to school</li> <li>-Talk about the modes of transport and the different vehicles through flash cards, picture cards, models etc.</li> <li>-To write and learn the spellings of few vehicles of the different means of transport</li> <li>-Talk about the time taken to travel a distance by different means of transport, talk about the concept of fast and slow</li> <li>-Encouraging children to notice and describe finer details of the vehicles they see</li> <li>-Talking about the traffic lights, traffic rules, road safety and other general rules to be followed by the people (eg: crossing the road at the zebra crossing only , switching off the engine of vehicle while waiting at the signal etc.)</li> </ul>

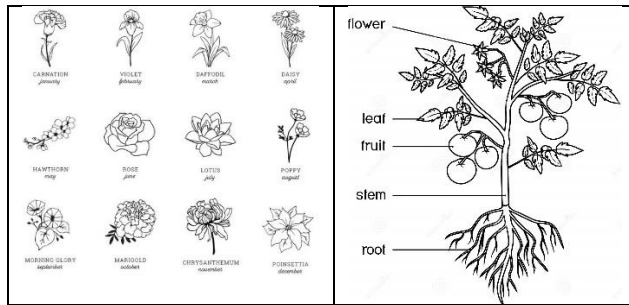
- Activities to ensure that the child follows basic rules of safety at home, in school, in playground etc.
- Picture Talk
- Colouring activities
- Creative worksheets for practicing and reinforcing the concepts
- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)

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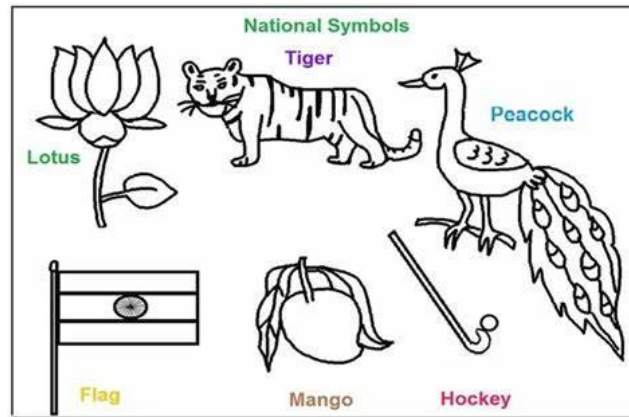
**JANUARY**

Flowers

Parts of a Plant

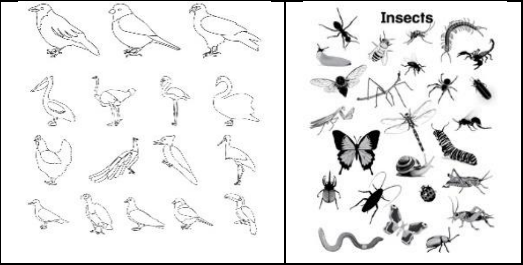
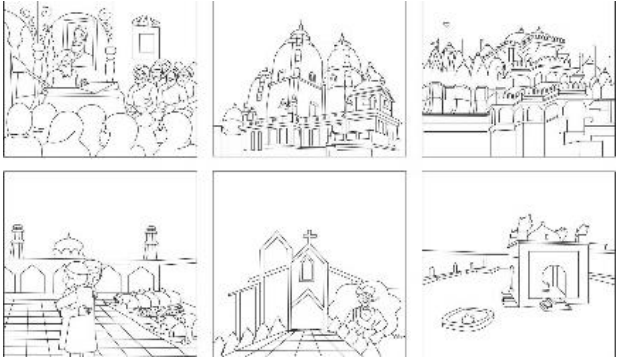
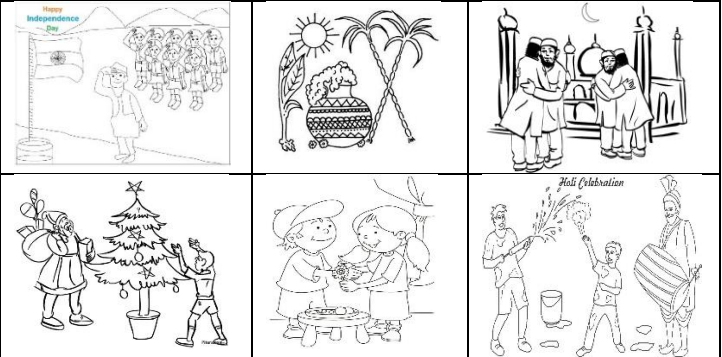


National Symbols



- Introducing the various flowers seen in the immediate environment, talking about their vibrant colours, fragrance, their uses etc.
- Showing the children a plant and telling them about the different parts like roots, stem, leaves etc.
- Writing and learning the spellings of few flowers and the parts of a plant
- Identifying the missing parts of a picture (plant)

- Making the children aware of the importance of the national festival- Republic Day
- The children should be made aware of the National Flag, National emblem, the different national symbols like National fruit, animal, bird, tree, flower etc.
- The children should know the National Anthem and the National Song
- Activity : National Anthem to be sung during the morning circle time
- Fancy Dress can also be conducted based on a theme
- Picture Talk
- Creative worksheets for practicing and reinforcing the concepts
- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)

<p>9</p>	<p><b>FEBRUARY</b></p>	<p>Birds Insects</p>  <p>Festivals Places of worship</p>  	<p>Revision: Birds</p> <ul style="list-style-type: none"> <li>-Introduction of Insects</li> <li>-To identify the features of birds/ insects</li> <li>-Writing and learn the spellings of few birds and insects</li> <li>-Noticing and describing finer details of birds in the immediate environment</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> <p>Activity: A visit to the zoo/ farm can be arranged for bird watching</p> <ul style="list-style-type: none"> <li>-Discussing about the various festivals celebrated in different parts of our country</li> <li>-Talking about the tradition and culture</li> </ul> <p>Activity: Festivals can be celebrated in the school</p> <ul style="list-style-type: none"> <li>-Picture Talk</li> <li>- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul>
<p>10</p>	<p><b>MARCH</b></p>	<p>Revision</p>	<p>Revision</p>





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Anushakti Nagar, Mumbai 400094

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### HINDI

S.NO.	Month	Subject/Topic Details	Suggested Activities																																				
1	APRIL to JUNE	<ol style="list-style-type: none"><li>1. पुनरावृत्ति : वर्णमाला (Revision )</li><li>2. पुनरावृत्ति : बिना मात्रा वाले दो और तीन अक्षर के शब्द (Revision)</li><li>3. पुनरावृत्ति : बिना मात्रा वाले दो और तीन अक्षर के समूह से बने वाक्य (Revision)</li><li>4. मात्राएँ:-अ से अं का परिचय (Introduction)</li><li>5. बारहखड़ी का परिचय (Introduction)</li></ol>	<p>-Revise the वर्णमाला taught in Balvatika 2</p> <p>- Revise the words taught in Balvatika 2</p> <p>- Revise the sentences taught in Balvatika 2</p> <p>-Introduce the मात्रा from <b>अ से अं</b> (Orally and Written)</p> <table border="1"><tr><td>अ-<sup>०</sup></td><td>आ-<sup>१</sup></td></tr><tr><td>इ-<sup>१</sup></td><td>ई-<sup>१</sup></td></tr><tr><td>उ-<sup>०</sup></td><td>ऊ-<sup>०</sup></td></tr><tr><td>ए-<sup>१</sup></td><td>ऐ-<sup>१</sup></td></tr><tr><td>औ-<sup>१</sup></td><td>औ-<sup>१</sup></td></tr><tr><td>अं-<sup>०</sup></td><td>अः-<sup>०</sup></td></tr></table> <p>-Introduce the बारहखड़ी using मात्रा</p> <p><u>उदाहरण :-</u></p> <table border="1"><tr><td>क</td><td>का</td><td>कि</td><td>की</td><td>कु</td><td>कू</td><td>के</td><td>कै</td><td>को</td><td>कौ</td><td>कं</td><td>कः</td></tr><tr><td>ग</td><td>गा</td><td>गि</td><td>गी</td><td>गु</td><td>गू</td><td>गे</td><td>गै</td><td>गो</td><td>गौ</td><td>गं</td><td>गः</td></tr></table>	अ- <sup>०</sup>	आ- <sup>१</sup>	इ- <sup>१</sup>	ई- <sup>१</sup>	उ- <sup>०</sup>	ऊ- <sup>०</sup>	ए- <sup>१</sup>	ऐ- <sup>१</sup>	औ- <sup>१</sup>	औ- <sup>१</sup>	अं- <sup>०</sup>	अः- <sup>०</sup>	क	का	कि	की	कु	कू	के	कै	को	कौ	कं	कः	ग	गा	गि	गी	गु	गू	गे	गै	गो	गौ	गं	गः
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2	<b>JULY</b>	<p>1. बारहखड़ी (Continuation )</p> <p>2. 'आ' मात्रा वाले शब्दों का परिचय (Introduction)</p> <p>3. चित्र वाचन (Picture reading-oral)</p>	<p>-Continuation of बारहखड़ी with other letters</p> <p>-Introduce simple words having 'आ' मात्रा</p> <p><u>उदाहरण :-</u></p> <table border="1" data-bbox="1365 467 1838 529"> <tr> <td>राजा</td> <td>खाट</td> <td>गमला</td> <td>अनार</td> </tr> </table> <p>-These words can be put up in the class as sight words</p> <p>-Encourage the children to observe the picture and speak about it.</p> <p>-Ask simple questions related to the picture</p> <p>-Encourage them to answer in complete sentences</p>	राजा	खाट	गमला	अनार																
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3	<b>AUGUST</b>	<p>1. बारहखड़ी (Continuation )</p> <p>2. इ, ई, उ और ऊ मात्रा वाले शब्दों का परिचय (Introduction)</p> <p>3. चित्र वाचन (Picture reading-oral)</p>	<p>-Continuation of बारहखड़ी with other letters</p> <p>-Introduce simple words having इ, ई, उ और ऊ मात्रा</p> <p><u>उदाहरण :-</u></p> <table border="1" data-bbox="1365 1036 1870 1292"> <tr> <td>सिर</td> <td>दिल</td> <td>टिकट</td> <td>हिरन</td> <td>हिरण</td> </tr> <tr> <td>नदी</td> <td>सीटी</td> <td>मछली</td> <td>बकरी</td> <td></td> </tr> <tr> <td>खुश</td> <td>पशु</td> <td>धनुष</td> <td>कछुआ</td> <td></td> </tr> <tr> <td>दूध</td> <td>फूल</td> <td>सूरज</td> <td>खजूर</td> <td></td> </tr> </table> <p>-These words can be put up in the class as sight words</p> <p>-Encourage the children to observe the picture and speak about it.</p> <p>-Ask simple questions related to the picture</p> <p>-Encourage them to answer in complete sentences</p>	सिर	दिल	टिकट	हिरन	हिरण	नदी	सीटी	मछली	बकरी		खुश	पशु	धनुष	कछुआ		दूध	फूल	सूरज	खजूर	
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4	<b>SEPTEMBER</b>	<p>1. ए, ऐ, ओ और औ मात्रा वाले शब्दों का परिचय (Introduction)</p> <p>2. चित्र वाचन (Picture reading-Oral)</p>	<p>-Introduce simple words having ए, ऐ, ओ और औ मात्रा</p> <p><u>उदाहरण :-</u></p> <table border="1" data-bbox="1360 402 1897 659"> <tr> <td>रेल</td> <td>शेर</td> <td>सफेद</td> <td>बेलन</td> </tr> <tr> <td>पैर</td> <td>बैठ</td> <td>पैदल</td> <td>सैर</td> </tr> <tr> <td>मोर</td> <td>गोल</td> <td>ढोलक</td> <td>मोटर</td> </tr> <tr> <td>लौट</td> <td>कौन</td> <td>कौआ</td> <td>नौकर</td> </tr> </table> <p>-These words can be put up in the class as sight words          -Encourage the children to observe the picture and speak about it.          -Ask simple questions related to the picture          -Encourage them to answer in complete sentences</p>	रेल	शेर	सफेद	बेलन	पैर	बैठ	पैदल	सैर	मोर	गोल	ढोलक	मोटर	लौट	कौन	कौआ	नौकर
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5	<b>OCTOBER</b>	<p>1. 'अं' मात्रा वाले शब्दों का परिचय (Introduction)</p> <p>2. चित्र वाचन (Picture reading-oral)</p> <p>3. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)              विषय: फल और सब्ज़ी (पाँच शब्द हर विषय पर)</p>	<p>-Introduce simple words having 'अं' मात्रा</p> <p><u>उदाहरण :-</u></p> <table border="1" data-bbox="1360 1101 1897 1166"> <tr> <td>रंग</td> <td>पंख</td> <td>बंदर</td> <td>जंगल</td> </tr> </table> <p>-These words can be put up in the class as sight words          -Picture Reading to be done as mentioned in the previous months          -Writing of a few key words for the given topics (Five Spellings)</p>	रंग	पंख	बंदर	जंगल												
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6	<b>NOVEMBER</b>	<p>1.चित्र वाचन (Picture reading-oral )</p> <p>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)</p> <p>विषय: पालतू जानवर और जंगली जानवर (पाँच शब्द हर विषय पर)</p>	<p>Picture Reading to be done as mentioned in the previous months</p> <p>-Writing of a few key words for the given topics (Five Spellings)</p>					
7	<b>DECEMBER</b>	<p>1.चित्र वाचन (Picture reading-oral)</p> <p>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)</p> <p>विषय: पाठशाला में दिखने वाली आम वस्तुएँ</p> <p>- घर में पाई जाने वाली आम वस्तुएँ (पाँच शब्द हर विषय पर)</p> <p>- अंकों के नाम :(1 to 10)</p> <p>3. विलोम शब्द (Opposites)</p> <p>4. तुक वाले शब्द (Rhyming Words)</p>	<p>Picture Reading to be done as mentioned in the previous months</p> <p>-Writing of a few key words for the given topics (Five Spellings)</p> <p>- अंकों के नाम :1 to 10 (Number names )</p> <p>-विलोम शब्द - (जैसे : ऊपर x नीचे , बड़ा x छोटा आदि )(Written)</p> <p>-तुक वाले शब्द - (जैसे : आम - जाम , पीला - नीला आदि)(Written)</p>					
8	<b>JANUARY</b>	<p>1.चित्र वाचन (Picture reading-oral)</p> <p>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)</p> <p>विषय: शरीर के विभिन्न अंग</p> <p>- पेड़ के विभिन्न अंग (पाँच शब्द हर विषय पर)</p> <p>3. मात्रा वाले अक्षरों के समूह से बने सरल वाक्यों का परिचय (Introduction of simple sentences)</p>	<p>Picture Reading to be done as mentioned in the previous months</p> <p>-Writing of a few key words for the given topics (Five Spellings)</p> <p>-Writing of : मात्रा वाले अक्षरों के समूह से बने सरल वाक्य जैसे:</p> <table border="1" data-bbox="1360 1227 1838 1510"> <tr> <td>टोकरी में आम है।</td> </tr> <tr> <td>शेर जंगल का राजा है।</td> </tr> <tr> <td>कौआ डाल पर बैठा है।</td> </tr> <tr> <td>etc.</td> </tr> <tr> <td> </td> </tr> </table>	टोकरी में आम है।	शेर जंगल का राजा है।	कौआ डाल पर बैठा है।	etc.	
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9	<b>FEBRUARY</b>	<p>1.चित्र वाचन (Picture reading-oral)</p> <p>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: वाहन के नाम -रंगों के नाम (पाँच शब्द हर विषय पर)</p> <p>3. मात्रा वाले अक्षरों के समूह से बने कुछ अन्या सरल वाक्य (more sentences)</p> <p>4. पाठ-बोधन (reading comprehension)</p>	<p>Picture Reading to be done as mentioned in the previous months</p> <p>-Writing of a few key words for the given topics (Five Spellings)-</p> <p>Writing of : मात्रा वाले अक्षरों के समूह से बने कुछ अन्या सरल वाक्य (more sentences)</p> <p>-Reading passage and answering simple questions through worksheets</p> <p><u>उदाहरण :-</u> टोकरी में आम है । आम मीठा है । राधा को आम खाना है । उसने एक आम खाया । <u>अभ्यास जैसे :-</u> सही निशान लगाओ। ( ✓ / X) १. टोकरी में सीटी है । (     ) २. आम मीठा है ।(     ) ३. राधा ने चार आम खाना। (     )</p>
10	<b>MARCH</b>	पुनरावृत्ति	पुनरावृत्ति (Revision)

# ATOMIC ENERGY EDUCATION SOCIETY

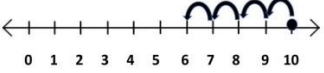
Anushakti Nagar, Mumbai 400094

## SYLLABUS FOR BALVATIKA – 3 (2023-24)

### MATHS

S.NO.	Month	Subject/Topic Details	Suggested Activities
1	APRIL to JUNE	Revision of Pre math Concepts  1. Introduction of Pre-Math Concepts - 'Left' and 'Right'  2. Oral Recap of Numbers (1-100)  3. Introduction of numbers 61 – 70	Revision of the Pre math Concepts taught in Balvatika - 2  -Explaining the concept of 'Left' and 'Right' to the children with concrete examples like objects in the classroom, body parts etc. - Gestures to reinforce the concept -Helping children to know the directions, while reading, writing, classroom activities etc. It helps to develop spatial sense. - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible) -Worksheets for practice and reinforcing the concepts -Encouraging students to correctly use position words to describe the location of objects. - Children use 'Left' and 'Right' in everyday language  -To recognize and say the numbers 1 to 100 - To identify and write the numbers from 61- 70 in the square ruled book <b>Activities</b> -Counting, Sorting and making sets of objects -Picture talk/ stories based on the number concepts -Number Rhymes <b>Worksheets for numbers 1 to 10</b> -Count the objects and write the number - Count the objects and match with the correct number - Count the objects and circle the correct number -Draw objects/ balls for the given number etc.

<b>2</b>	<b>JULY</b>	1.Introduction of Pre-Math Concepts -'Front' and 'Behind'  2. Oral- Counting Backwards 20 to 1  3. Oral- Numbers (101-120)  4. Introduction of numbers 71 – 90	<ul style="list-style-type: none"><li>-Explain the concept of 'Front' and 'Behind' to the children with concrete examples like objects in the classroom, children sitting in the classroom, objects in the playground etc.</li><li>- Gestures to reinforce the concept</li><li>-Helping the children to describe the position of objects relative to each other.</li><li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li><li>-Worksheets for practice and reinforcing the concepts</li><li>-Encouraging students to correctly use position words to describe the location of objects.</li><li>- Children learn to use 'Front' and 'Behind' in everyday language</li></ul> <ul style="list-style-type: none"><li>- Revise counting the numbers backwards from 10 to 1</li><li>-Start counting the numbers backwards from 20 to 1</li><li>-Plan a variety of games that include counting backwards</li><li>-Rhymes</li></ul> <ul style="list-style-type: none"><li>-To recognize and say the numbers 101 to 120</li></ul> <ul style="list-style-type: none"><li>- To identify and write the numbers from 71- 90 in the square ruled book</li></ul>
<b>3</b>	<b>AUGUST</b>	1. Introduction of Pre-Math Concepts -'Top' and 'Bottom'           2. Written- Counting Backwards 20 to 1	<ul style="list-style-type: none"><li>- The concept can be explained through stories, picture cards, the dress they are wearing, to observe objects in the sky and on the ground, coloured blocks etc.</li><li>- Gestures to reinforce the concept</li><li>-Activities to develop positional concept</li><li>- Allowing the children to manipulate objects that help them understand the concept</li><li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li><li>-Worksheets for practice and reinforcing the concepts</li><li>-Encouraging students to correctly use position words to describe the location of objects.</li><li>- Children learn to use 'Top' and 'Bottom' in everyday language</li></ul> <ul style="list-style-type: none"><li>- Revision: Counting the numbers backwards from 20 to 1</li></ul>

		<p>3. Introduction of 'before' number (using number line)</p>  <p>4. Oral- Numbers(121-140)</p> <p>5. Introduction of numbers 91 –100</p>	<ul style="list-style-type: none"> <li>-To write the numbers 20 to 1 in order in the square ruled book</li> <li>- Helping students to understand the value of the number in relation to other numbers, in understanding place value for later concepts like subtraction etc.</li> <li>-Worksheets for practice and reinforcing the concepts</li> <li>- Count numbers forward and backwards using number line</li> <li>- 'Before' number can be reinforced using the number line</li> <li>- The concept of before and after assists in the ability to follow instructions</li> <li>- Rhymes, Songs, Stories and Picture Talk</li> <li>-Worksheets: Write the 'before' number for the given number</li> <li>-To recognize and say the numbers 121 to 140</li> <li>- To identify and write the numbers from 91- 100 in the square ruled book</li> </ul>
<p><b>4</b></p>	<p><b>SEPTEMBER</b></p>	<p>1. Pre- Math Concept (3 Levels)</p> <ul style="list-style-type: none"> <li>-big, bigger, biggest</li> <li>-small, smaller, smallest</li> </ul> <p>2. Oral – Numbers (141-160)</p> <p>3. Written: Numbers 1– 100</p>	<ul style="list-style-type: none"> <li>- Give children objects of different sizes like beads, blocks, leaves, flowers, pebbles etc. to observe and tell how they are different in size using the words: big, bigger, biggest or small, smaller, smallest</li> <li>- Children understand that one thing is larger or smaller in size than the other in the given collection of objects</li> <li>-Children develop the ability to compare different values of the given numbers</li> <li>-Encouraging students to correctly use position words to describe the location of objects.</li> <li>- Children learn to use the new vocabulary acquired in everyday language</li> <li>- Creative worksheets for practice and reinforcing the concepts</li> <li>- Freehand drawing</li> <li>- To recognize and say the numbers 141 to 160</li> <li>- To identify and write the numbers from 1- 100 in the square ruled book</li> </ul>



5	<b>OCTOBER</b>	<p>1. Pre- Math Concept (3 Levels)  -tall, taller, tallest  -short, shorter, shortest</p> <p>2. Oral – Numbers (161-180)</p> <p>3. Continuation of numbers 1– 100</p>	<ul style="list-style-type: none"> <li>- Ask the children to observe different objects in the environment and compare them. Ask any three children of slightly different heights to stand in a line and compare their heights using the words, tall, taller, tallest or short, shorter, shortest</li> <li>- Children learn to directly compare objects by length or height using the words tall, taller, tallest or short, shorter, shortest</li> <li>-Encouraging students to correctly use position words to describe the location of objects.</li> <li>- Children learn to use the newly acquired vocabulary in everyday language</li> <li>-Creative worksheets for practice and reinforcing the concepts</li> <li>- Freehand drawing</li> </ul> <ul style="list-style-type: none"> <li>- To recognize and say the numbers 161 to 180</li> <li>- Continuation of numbers from 1- 100 in the square ruled book</li> </ul>
6	<b>NOVEMBER</b>	<p>1. Pre- Math Concept (3 Levels)  -thin, thinner, thinnest  -thick, thicker, thickest</p> <p>2. Oral – Numbers (181-200)</p> <p>3. Currency notes and coins</p>	<ul style="list-style-type: none"> <li>- Ask children to point out the differences by looking at different objects in the classroom and outside</li> <li>- Children develop the ability to analyze, examine and differentiate between objects that are thin, thinner, thinnest or thick, thicker, thickest</li> <li>-Encouraging students to correctly use position words to describe the location of objects.</li> <li>- Children learn to use the vocabulary in everyday language</li> <li>-Creative worksheets for practice and reinforcing the concepts</li> <li>- Freehand drawing</li> </ul> <ul style="list-style-type: none"> <li>- To recognize and say the numbers 181 to 200</li> <li>- Begin the topic by asking students what they need to have in order to buy something new from the store like chocolates, clothes, toys, books etc. Children will most likely say money</li> <li>- Let them know that they are going to learn a lot more about money</li> <li>-Tell the children that Indian currency is called the Indian Rupee and the coins are called paisa and show the symbol of the rupee</li> <li>- Make the children understand the different denominations of money</li> <li>- Pretend play – Creating a learning center, setting up a grocery store, letting children play with pretend</li> </ul>

		4. Number names: 11, 12, 13 & 14	<p>cash (specimen currency notes)</p> <ul style="list-style-type: none"> <li>- Helping children to understand that currency is a medium of exchange for goods and services</li> <li>-Helping children learn the values and names of currency notes and coins</li> <li>- Learn to count to specific numbers with the currency</li> <li>- Home activity: to buy a toffee or biscuit using real money with elder's help</li> <li>- Creative worksheets for practice and reinforcing the concepts</li> </ul> <p>-Learn to spell and write the number names of the numbers 11, 12, 13 &amp; 14</p>
<b>7</b>	<b>DECEMBER</b>	<p>1. Greater than, lesser than (1 to 10 through activities)</p> <p>2.Fractions full and half (through activities)</p> <p>3.Revision of all shapes Shapes (diamond)</p> <p>4. Number names: 15, 16, 17 &amp; 18</p>	<ul style="list-style-type: none"> <li>-The topic can be introduced using number line, concrete objects, number cards etc.</li> <li>-Grouping the objects</li> <li>-Children learn to compare the numbers using the terms ( more than/ greater than/ lesser than)</li> </ul> <p>-Introduce the topic to the children through concrete objects like cutting a fruit into two equal parts, and explaining that we call each part a half. Point out that we can put the halves together again to make the whole (full).</p> <ul style="list-style-type: none"> <li>-Encouraging students to correctly use the words to describe the quantity.</li> <li>-Children learn to use the vocabulary in everyday language</li> <li>-The concept can be reinforced during snack time, water play, sand play, etc.</li> <li>-Clay activities</li> <li>- Creative worksheets for practice and reinforcing the concepts</li> </ul> <p>Revision of all shapes done in Balvatika 2</p> <ul style="list-style-type: none"> <li>-Show children an object that is diamond in shape and ask them to observe the things around them and name or pick or show a few objects that have diamond shape</li> <li>-Making pictures and designs with cut out of the shape</li> <li>-Sorting/ Matching activities</li> <li>-Worksheets</li> <li>-Clay activities</li> </ul> <p>- Learn to spell and write the number names of the numbers 15, 16, 17 &amp; 18</p>

8	JANUARY	<p>1. Ascending and Descending order of numbers (1 to 10)</p> <p>2. Number names :19 &amp; 20</p>	<ul style="list-style-type: none"> <li>- Explain the children that the process of arranging numbers from the smallest to the largest is Ascending Order (going up) and from the largest to smallest is Descending order</li> <li>- Different activities like climbing up/ climbing down the stair case can be done to reinforce the concept</li> <li>- Children learn to arrange the numbers from the biggest to the smallest and also from the smallest to the biggest number</li> <li>- Creative worksheets for practice and reinforcing the concepts</li> <li>- Learn to spell and write the number names of the numbers 19 &amp; 20</li> </ul>
9	FEBRUARY	<p>1. Basic Addition (through activities)</p> <p>2. Basic Subtraction (through activities)</p> <p>2. Number names:1 to 20</p>	<ul style="list-style-type: none"> <li>- Introduce the concept using countable manipulatives which will make addition and subtraction fun and meaningful and much easier to understand. Later transition to visuals can be done (written numbers)</li> <li>- Counting on fingers is most intuitive to start before transition to manipulatives</li> <li>- Put children in small groups and have them join up/separate, counting out the total number of members</li> <li>- Counting concrete objects like beads, pencils, books etc.</li> <li>- Put pictures alongside numbers to promote association between the two</li> <li>- Words like 'added', 'more', 'given', 'take away', 'removed' etc. to be used while introducing addition or subtraction</li> <li>- Helping the students understand the significance of Mathematics in daily life</li> <li>- Begin to understand place value in numbers upto 10</li> <li>- Revision of the number names of the numbers 1 to 20</li> </ul>
10	MARCH	Revision	Revision