



Writing Alphabets

Ms K encouraged children to write the alphabets on the recycled cardboard using coloured chalks. All children joined in the play and practised copying the alphabets from the alphabet chart. *Oj, Nc, En and Ns* were able to recall the first letter of their names and wrote it on the cardboard. *La* was able to write his full name whereas the younger butterflies like *Ja, ZG and Sa* showed persistence in their attempt to copy the alphabets from the chart.

Learning area: literacy and writing skills, recognising, naming and writing alphabets, fine motor skills, concentration, memory skills, recalling and writing the first letter of their names



| | |
|--------------|---|
| Chelsea - ☆ | 1 |
| Laksh ☆ | 1 |
| Sora ☆ ☆ | 2 |
| Nicholas ☆ ☆ | 2 |
| Nisheeth ☆ | 1 |
| Nishchik ☆ ☆ | 2 |
| Ojas ☆ | 1 |
| Jorako ☆ ☆ | 2 |
| Jason ☆ ☆ ☆ | 3 |
| Enoch ☆ ☆ ☆ | 3 |



Physical play

The pre-schoolers were involved in various physical activities like sliding, climbing, running and playing numbered bean bag games. *Ms K* introduced the game by setting the rules of the game and demonstrated how to throw the bean ball into the buckets. The children challenged themselves and showed perseverance while attempting to throw the numbered bean bags into the buckets. *Ms K* wrote down their scores by drawing the number of stars equivalent to the number of successful attempts.

Learning Areas: recognising and counting numbers, hand- eye and gross motor coordination



Group time

This week the children showed interest and concentration in listening to the felt board and the dream time stories like- 'The rainbow fish', 'How birds got their colours' and 'The frog who wouldn't laugh'. The educators related the stories to pro-social skills like being kind, sharing, helping and taking care. The children were able to reflect and tell that rainbow fish did not have any friend because she was not sharing her scale and saying go away to other fish. They all agreed that we need to give hug and cuddle to our friend when they are sad or get hurt.

Learning areas: receptive and expressive language skills, reflective thinking, responding to context, concentration and listening skills