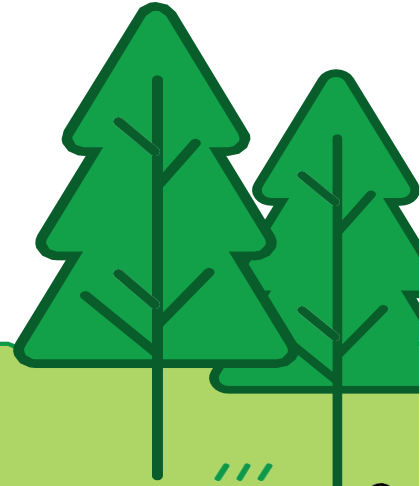
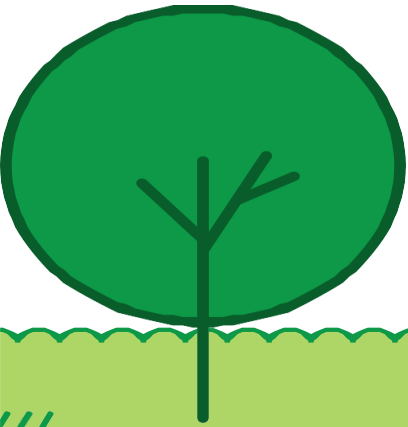


# Preschool-2

(Balvatika-2)

## Monthly Assessment Booklet

May- June, 2023



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SECTOR-32 UT CHANDIGARH

We look forward to your suggestions and feedback regarding worksheets at the  
Email- [schoolhealthscertchd@gmail.com](mailto:schoolhealthscertchd@gmail.com)

## Foreword

The National Education Policy, 2020 envisions to ensure quality Early Childhood Care and Education for all children between 3 to 6 years. The overall aim of ECCE in NEP is to attain optimal outcome in all domains i.e. Physical Development, Socio-Emotional and Ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development. For healthy brain development the children need positive learning experiences catering to all the domains of the development. The positive experiences will build a foundation for future learning of children and their health. The best way to help children in the preschool is to engage them in age appropriate activities. A child learns best when there is joy in learning.

The assessment booklet for Preschool has been developed to track the monthly progress of child in achieving Learning Outcomes. It attempts to provide competency based worksheets in a simple interesting and engaging manner. The activities and worksheets in the assessment booklet will be added every month to help the preschool teachers in assessment. The activities for assessment are suggestive and can be modified by the teacher keeping in view the need of the children. There is lot of scope to add or skip the worksheet based on the children's context and needs.

The teacher can use the given worksheets or can develop more worksheets based on the concepts. They need to foster creativity and independence, allow exploration and hands-on experiences before doing the worksheet or assessment. Make sure to customize the worksheet for children with special needs.

I appreciate the efforts of all the resource persons for developing the booklets and look forward to comments and suggestions from stakeholders to improve upon the booklet in the coming months.

Dr. Surender S. Dahiya  
Director, SCERT  
UT Chandigarh

Each sheet of Assessment Booklet gives levels of efficiency that the child shows in performing an activity. The teacher can mark against each Competency based on the child's current stage in the learning trajectory. Each stage can be marked for different levels (I, II, III, IV) of achievement as given in the table below:

<b>Grading Children</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
Description of gradation of the children to support their learning and development	Tries to achieve the Learning Outcomes with teacher support in the given timeframe	Achieves the Learning Outcomes with teacher's support in the given time frame	Achieves the Learning Outcomes on their own	Achieves the Learning Outcomes  Helps and support others to achieve the Learning Outcomes  Requires more challenging tasks
<b>Description</b>	<b>BEGINNER</b>	<b>PROGRESSING</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>

Source: NCF-FS 2022

## WEEK 5 and 6

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Hand printing with black and white colour</li> <li>• Paper tearing and pasting</li> </ul>
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>• Walk on zigzag lines</li> <li>• Jumping on both feet</li> </ul>
	<b>C-1.6:</b> Understands unsafe situations and asks for help	<ul style="list-style-type: none"> <li>• Naming the body parts of self</li> <li>• Demonstration good/safe touch and bad/unsafe touch</li> <li>• Giving a situation and asking children to respond on it</li> </ul>
	<b>C-2.1:</b> Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> <li>• Recapitulation of primary colours</li> <li>• Celebrate colour day</li> <li>• Asking children to name the objects white, yellow, red, blue, black in the immediate surrounding</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.1:</b> Start recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>• Conversation with children about people related to them brother, sister, grand parents, teachers etc.</li> <li>• Asking children to name and describe their family members</li> </ul>
Cognitive Development	<b>C-8.5:</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>• Recognition of number up to 5</li> <li>• Count and tell</li> <li>• Comparison of two numbers for understanding of more or less</li> </ul>
Positive Learning habits	<b>C-13.4:</b> Classroom norms: Adopts and follows norms with agency and understanding	<ul style="list-style-type: none"> <li>• Set some classroom norms like wait for your turn, not to shout, raise your hand, ask before going out, come in the classroom etc. Make children follow these norms</li> </ul>

## WEEK 7 and 8

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.1:</b> Shows a liking for and understanding nutritious food and doesnot waste food	<ul style="list-style-type: none"> <li>• Videos of cartoon characters eating nutritious food</li> <li>• Talk by teacher on healthy food</li> <li>• Rhymes</li> <li>• Story telling</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Vegetable painting</li> <li>• Leaf Painting</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Spoon race</li> <li>• Jumping and hopping</li> <li>• Balancing on one leg</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.1:</b> Start recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>• Puppet act of family</li> <li>• Rhymes on family</li> <li>• Tell about your family</li> <li>• Role play on family</li> <li>• Make a Family tree</li> </ul>
Language and Literacy Development	<b>C-9.2:</b> Creates simple songs and poems on their own	<ul style="list-style-type: none"> <li>• Singing rhymes/ local songs</li> <li>• Playing audio/ video of children songs</li> </ul>
	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>• Asking each child to tell the class about his daily routine / family members / neighbours etc.</li> <li>• Making the children sit with peers and talk about a given theme/topic</li> </ul>
Aesthetic and Cultural Development	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• Making different marks/ lines/ objects in different size</li> <li>• Make big and small lines using ice-cream sticks</li> </ul>

<b>Learning Outcome</b>	C-1.6 (1a) Communicates discomfort with trusted adults when asked C-1.6 (1b) Does not accept toys, chocolates, money, or other things from strangers
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**Note:** Tell the given story to the children. After the story read the sentences 1 to 4 for the children and ask them to clap  for correct sentence and thumb down  for incorrect sentence. Ask children the reasons for question number 5.

मीरा पांच साल की बच्ची थी। एक दिन मीरा अपनी मां के साथ बाजार गई। मीरा की माँ सब्जी खरीद रही थी और मीरा पास में ही घूमने लगी। अचानक एक आदमी मीरा के पास आया और उसे टॉफी और खिलौना देने लगा। वह खिलौना और टॉफी देखकर ललचा गई और चीजें लेना चाहती थी लेकिन तभी उसकी मां ने देख लिया और वह मीरा की तरफ दौड़ी। अजनबी तुरंत वहा से भाग गया। बाद में मीरा की मां ने उसे समझाया कि कभी भी किसी अजनबी से कुछ न ले।

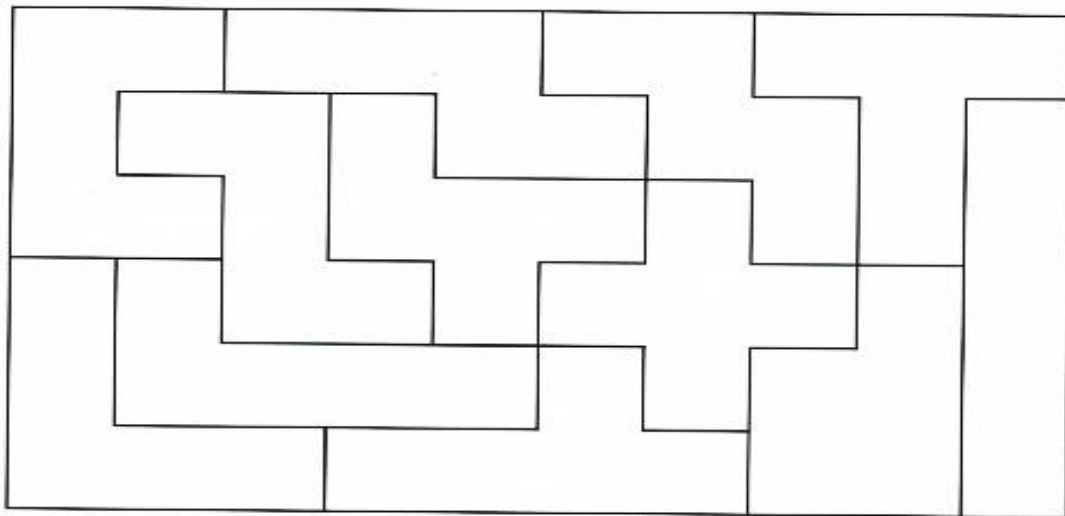
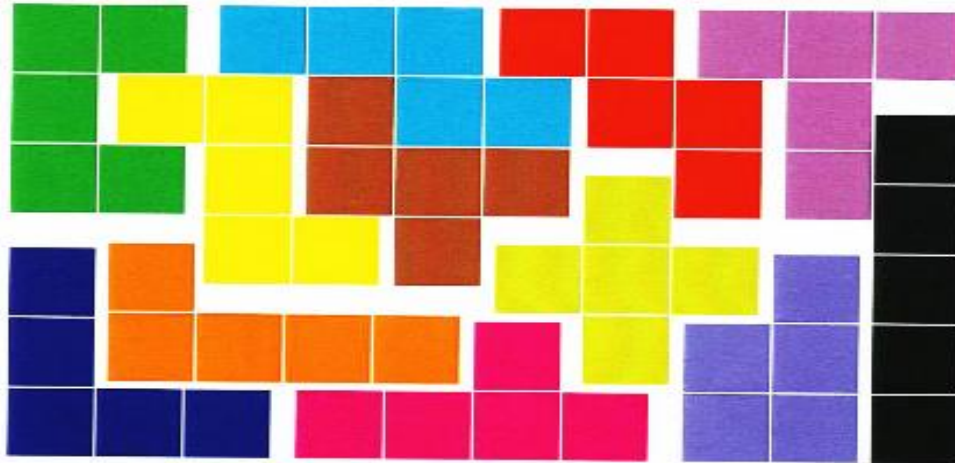
1. मीरा को अपनी माँ के साथ ही बाहर जाना चाहिए क्योंकि वह अभी छोटी है।
2. मीरा को अजनबी से टॉफी लेनी चाहिए थी।
3. मीरा की माँ मीरा की ओर दौड़ी क्योंकि वह भी अजनबी से टॉफी और खिलौना लेना चाहती थी।
4. अगर कोई अजनबी खिलौना, टॉफी या आइसक्रीम देता है तो हम कम से कम एक चीज़ ले सकते हैं।
5. हमें अनजान लोगों से कुछ भी क्यों नहीं लेना चाहिए?

#### Assessment Rubrics

Communicates the correct responses and explain the reason for the same to peers	Advanced
Communicates the correct responses	Proficient
2 to 3 correct responses	Progressing
Tries to respond with the help of teacher	Beginner

**Learning Outcome** C-3.3 (1) Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing /unscrewing Bottle caps, drawing with crayons)

**Note:** Ask the children to colour the shapes using the same colour as that of the boxes given below.



Source: आनंद Activity book for Balvatika, NCERT

<b>Assessment Rubrics</b>	
Colours the shapes using same colour accurately	Advanced
Colours the shapes using same colour in most of the shapes	Proficient
Colours the shapes using different colours and seeks for teacher's help in between	Progressing
Tries to colour the shapes with the help of teacher	Beginner

**Learning Outcome** C-3.4 (1a) Walks on straight and curved line/ zigzag with ease

**Note:** With the chalk, draw a circle on the floor/ground. Ask the children to walk along the outline of circle

<b>Assessment Rubrics</b>	
Can walk on circle with ease and make others follow him	Advanced
Can walk on circle with ease	Proficient
Can walk on circle but at times goes off track	Progressing
Tries to walk on circle/ needs support from peers or teacher	Beginner

**Learning Outcome** C-3.2 (1b) Hops 4-5 steps

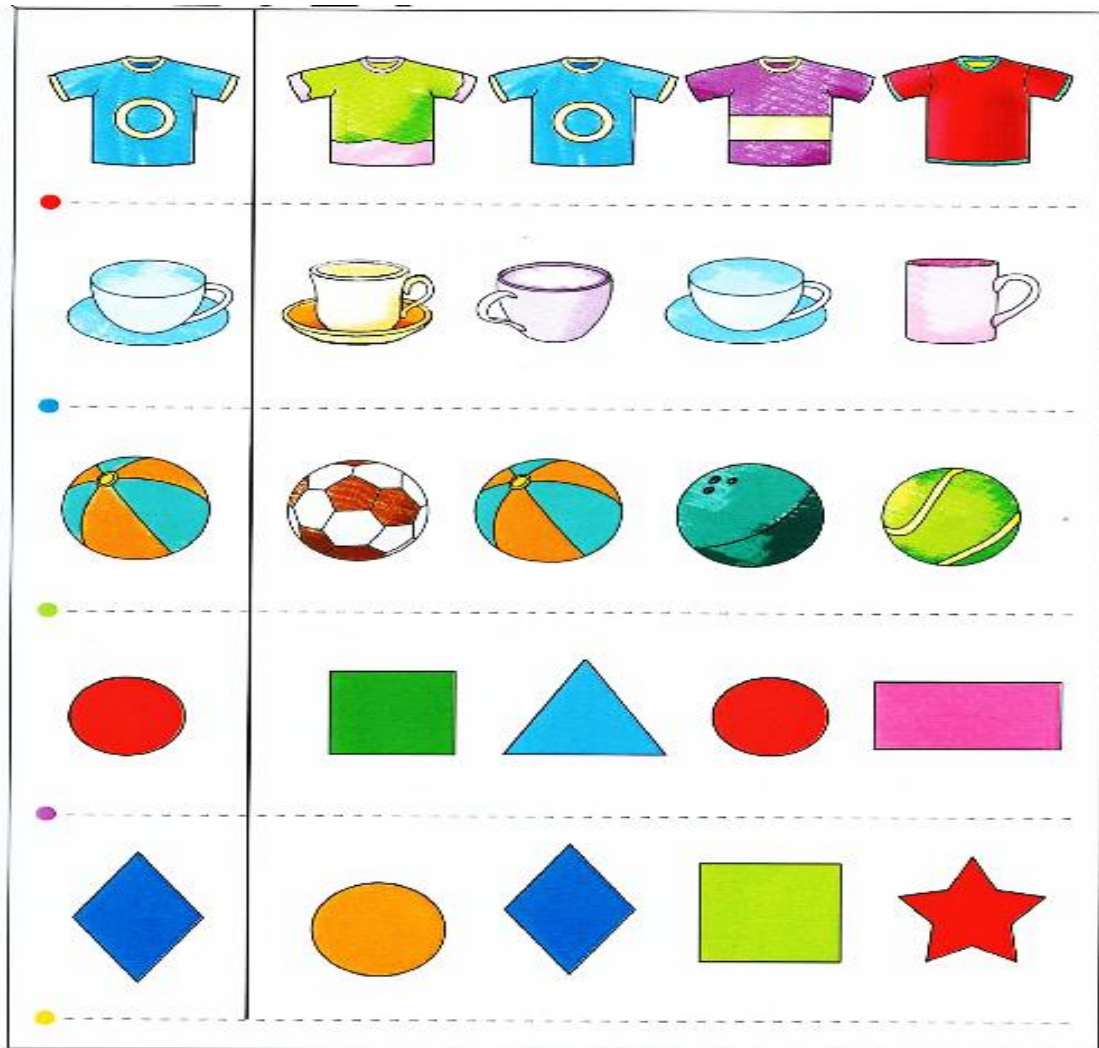
**Note:** Take the children in the playground and ask them to hop like kangaroos, rabbit, and frog. Then let them name other animals and show how they might move.

<b>Assessment Rubrics</b>	
Can hop effortlessly and help peers to do so	Advanced
Can hop effortlessly	Proficient
Can hop 2-3 times	Progressing
Tries to Hop by imitating peers	Beginner



**Learning Outcome** C-2.1(1) Differentiates shades within primary colours and secondary colours (e.g light blue, dark blue, light green, dark green)  
 C-2.1 (2) Groups objects based on dimension - length, breadth, height (e.g., all long things together)

**Note:** Ask the children to match the objects with similar colour in each row.

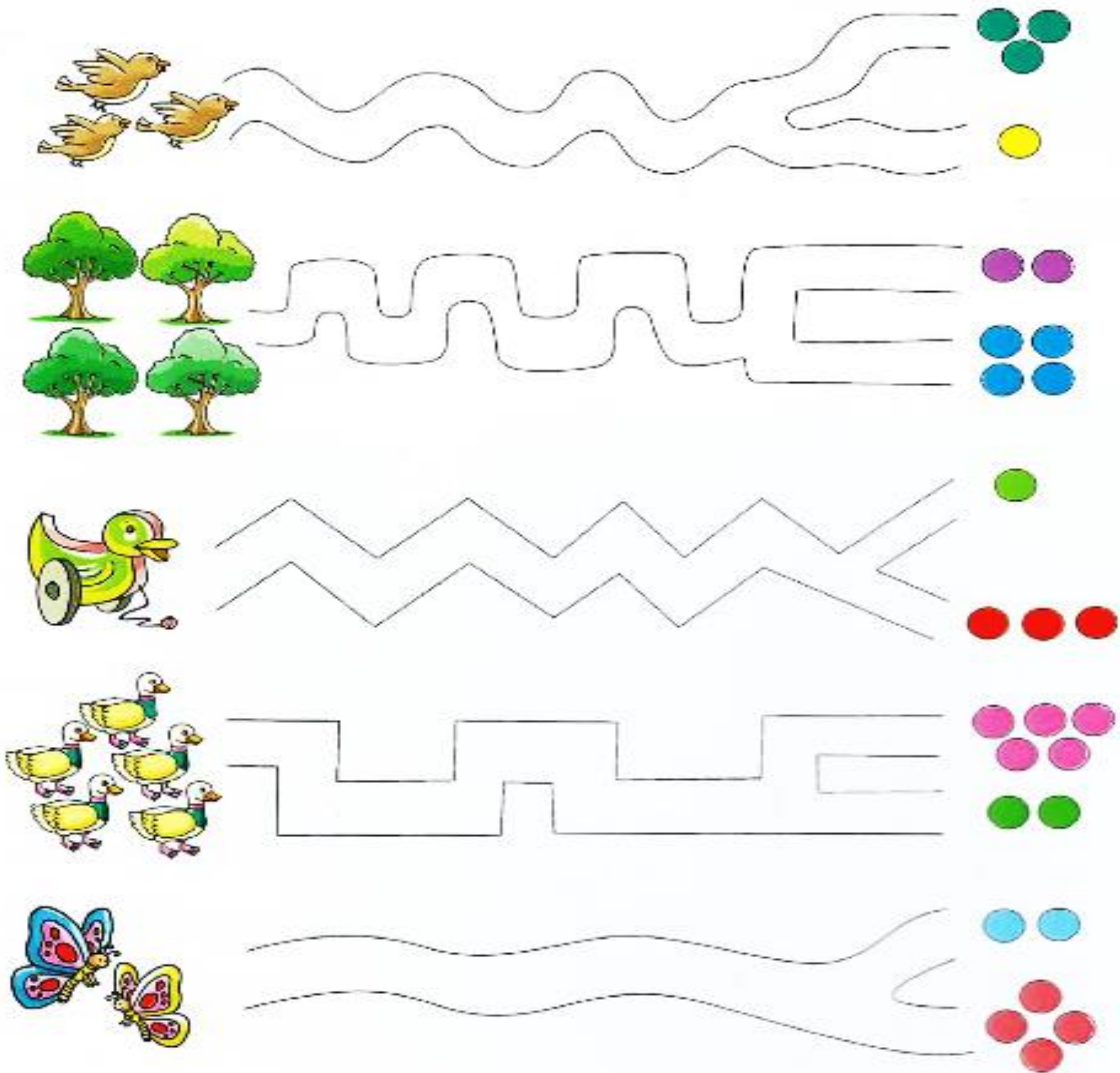


Source: आनंद Activity book for Balvatika, NCERT

Assessment Rubrics	
All correct responses	Advanced
4 correct responses	Proficient
2-3 correct responses	Progressing
1 correct response / tries to respond with the help of teacher	Beginner

**Learning Outcome** C-8.5 (1a) Recognizes numerals up to 5  
 C-8.5 (1b) Compares two numbers up to 5 and uses vocabulary like more than, less than

**Note:** Ask the children to count the number of objects for each path. Further the children can be asked to draw a line in the given path and match with the group of objects with correct counting.

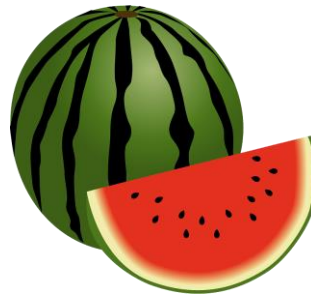
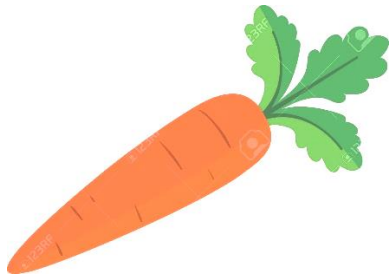


Source: आनंद Activity book for Balvatika, NCERT

<b>Assessment Rubrics</b>	
All correct responses	Advanced
3-4 correct responses	Proficient
1-2 correct responses	Progressing
Tries to respond with the help of teacher	Beginner

**Learning Outcome** C-1.1(2a) Identifies healthy and unhealthy food items

**Note:** Ask the students to circle the healthy food and cross the unhealthy food.



**Assessment Rubrics**

All correct responses	Advanced
4 correct responses	Proficient
2-3 correct responses	Progressing
1 correct response / tries to respond with the help of teacher	Beginner

**Learning Outcome** C-9.2 (1) Enjoys rhyming words in songs and poems

**Note:** Recite the poem with children 2-3 times and ask them to identify the rhyming words. Let them create more rhyming words having meaning or with no meaning.

## चिड़िया

इक चिड़िया के बच्चे चार,  
घर से निकले पंख पसारा।  
पूर्व से पश्चिम को जाएँ,  
उत्तर से दक्षिण को जाएँ।  
घूम-घाम जब घर को आएँ,  
मम्मी को इक बात सुनाएँ।  
देख लिया हमने जग सारा,  
अपना घर है सबसे प्यारा।



Source: 'UNMUKH' Trainer's Handbook for Balvatika

### Assessment Rubrics

Enjoys reciting poem in group as well as individually and name the rhyming words	Advanced
Enjoys reciting poem and name most of the rhyming words	Proficient
Recites poem and name 1-2 rhyming words	Progressing
Tries to name rhyming words with the help of teacher	Beginner



**Learning Outcome** C-9.3 (1) Initiates conversations in daily life with peers and teachers in a variety of school settings  
 C-9.3 (2) Narrates daily experiences in simple sentences and ask simple questions, using what/when/ How/whom, etc.

**Note:** The teacher can show the given image and ask the children to talk about what is happening in the picture. After the children explain the picture the teacher may ask the following questions to make the child think creatively and critically



Source: आनंद Activity book for Balvatika, NCERT

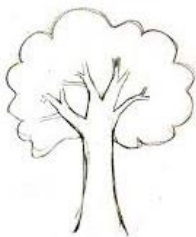
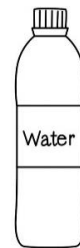
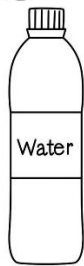
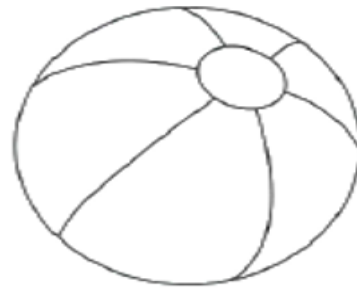
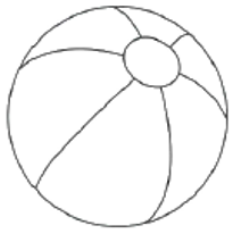
1. Name the games that children are playing.
2. Why do you think bees are flying near the flowers?
3. Which game would you play if you were in this playground?
4. If one child gets off from the swing, how many children will be left on the swings?
5. Explain the activities happening in the picture.

**Assessment Rubrics**

Can read the picture and converse fluently about activities shown in the picture	Advanced
Can read the picture and converse about activities shown in the picture	Proficient
Can read the picture and makes an effort to converse the activities shown in the picture	Progressing
Can read the picture with the help of teacher	Beginner

**Learning Outcome** C-12.1 (2) Explores large and small sizes while creating marks, lines, scribbles

**Note:** Asks the children to colour the bigger object.



Source: आनंद Activity book for Balvatika, NCERT

<b>Assessment Rubrics</b>	
All correct responses	Advanced
4 correct responses	Proficient
2-3 correct responses	Progressing
1 correct response /tries to respond with the help of teacher	Beginner

**Learning Outcome** C-4.1 (1) Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles

**Note:** Ask the child to tell his name, total family members and speak 2-3 lines about other family members

1. My Name is .....
2. My family has ..... members
3. My Mother .....
4. My Father .....
5. My Brother .....
6. My Sister .....
7. My Grandmother .....
8. My Grandfather.....
9. My Uncle.....
10. My Aunt .....

<b>Assessment Rubrics</b>	
Talks fluently about the roles of all family members	Advanced
Talks about the roles of most of family members	Proficient
Name the family members and talk about roles with the help of teacher	Progressing
Tries to respond only with the help of teacher	Beginner



## मैं तो जाऊँ बालवाटिका

मैं तो जाऊँ बालवाटिका,  
हम सब जायें 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!



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