



HOLIDAY HOMEWORK

(Less Screen Time, More Reading Time!)

LKG (Balvatika 2)
Theme 1: Who Am I?

Dear Parents,

According to science, the early years (3–8) are the best period for habit formation, emotional development, and deep learning. With this in mind, we've designed a set of fun and meaningful activities to keep your child engaged and growing during the summer break. These activities build on Theme 1 "Who Am I?" – phonics S, A, T (with blending), numbers 1–3, shapes and feelings – while strengthening values and routines at home. Most tasks use the slate, plain paper and household items, so almost nothing extra needs to be bought (except one storybook, see below).

Academic Activities

1. Language & Literacy (Reading & Writing)

- Pre-writing strokes** – Practice standing, sleeping, slanting, curve and zig-zag lines on the slate (with a marker pen) and on plain paper (with a pencil).
- Letter sounds** – Revise the sounds /s/, /a/ and /t/ every day. Say the sound (not the name) and ask your child to find one thing in the room beginning with that sound: /s/ – sun, soap, slipper; /a/ – apple, ant; /t/ – table, tap, tomato. (Links of the Phonic sound video attached at the end.)
- Slate writing** – With a marker pen, practise writing capital and small letters on the slate every day: Ss, Aa, Tt. Trace first with the finger, then with the marker pen.
- Paper writing** – The parent draws faint dotted Ss, Aa, Tt on a plain sheet. The child traces them with a pencil/sketch pen.
- Blending fun** – Children can now read 2- and 3-letter words by blending. Say the sounds slowly with your child and let them blend: a-t → at, a-s → as, s-a-t → sat, t-a-p → tap, c-a-t → cat, m-a-t → mat. Make it a daily 5-minute game. (Reference video attached at the end.)
- Tricky words** – We can't "sound out" every word. Practise reading and spotting these tricky words by sight: I, the, he. Write each on a slate or sticky note and find it in storybooks together.
- Suji / rice tray** – Pour suji or rice on a flat tray and let your child trace s, a, t and the words at, sat, as with a finger. This is the most playful way to build writing muscles.

2. Hindi

- रोज बालगीत "क्या-क्या एक?" (Page 40) बच्चे के साथ गाएँ। (Sing the rhymes "Kya-Kya Ek?" every day.)
- हिंदी कहानी "मुझे स्कूल नहीं जाना" (Page 4-5) पढ़कर सुनाएँ। बाद में पूछें - "इस कहानी में बच्चा क्यों नहीं जाना चाहता था? आप स्कूल जाकर क्या करते हो?" वीडियो लिंक नीचे "Reading & Story Time" में दिया गया है। (Read the story "Mujhe School Nahi Jana" – also see the video link in "Reading & Story Time" below.)
- अ, आ, इ, ई, उ, ऊ रोज़ एक स्वर चुनें, घर में उससे शुरू होने वाली तीन चीज़ें ढूँढ़ें (अ-अलमारी, आ-आटा, इ-इमली)। (Revise vowels अ-ऊ pick one each day and find 3 things at home that begin with it.)
- स्लेट पर मार्कर पेन से रोज़ क और ख लिखने का अभ्यास कराएँ। (Practise writing क and ख on the slate every day with a marker pen.)
- गिनती एक-दो-तीन बोलवाएँ। घर की चीज़ों को गिनवाएँ - हिन्दी में। (Count 1-3 in Hindi – Ek, Do, Teen – with everyday objects.)

3. Numeracy (Numbers, Writing, Shapes & Comparisons)

- Number 1, 2, 3 hunt** – Each day pick one number. Find things at home that match: 1 TV, 1 nose, 1 fan; 2 eyes, 2 ears, 2 hands; 3 wheels on a tricycle.



- ii. **Number writing on the slate** — With a marker pen, write 1, 2 and 3 on the slate every day. Trace dotted numbers first; over time write freehand.
- iii. **Number writing on paper** — Parent draws dotted 1, 2, 3 (rows of each) on a plain sheet. Child traces with a pencil/sketch pen, then writes one row freehand. Make a fresh sheet every 2–3 days.
- iv. **Counting jar** — Take an empty jar. Each day add 1, 2 or 3 small objects (pulses, buttons, bottle caps). Count together “one... two... three.”
- v. **Shape hunt** — Circle: find 5 round things at home (bangle, coin, plate, button, clock face). Draw a circle on the slate every day.
- vi. **Big & Small** — Pick 5 BIG things and 5 SMALL things from the house and sort into two piles. Ask, “Which is bigger? Which is smaller?”
- vii. **Tall & Short** — Stand family members in a line and arrange from tallest to shortest. Then find 3 tall and 3 short objects at home (tall: bottle, broom, fridge; short: spoon, soap, eraser). Use the words **taller / shorter** while comparing.
- viii. **Colour Red Day** — Pick one day this break as “Red Day.” Wear something red, eat something red (apple/tomato/watermelon), and find 5 red things at home.

4. EVS (My World Around Me)

- i. **Self introduction** — Every day in front of the mirror, your child says: “My name is __. I am 4/5 years old. My mother’s name is __. My father’s name is __. I live in ___.” Then — a really important new skill for this age — every day practise at least one parent’s 10-digit mobile number until the child can say it from memory. Sing it like a tune (e.g., 9-8-7... 6-5-4... 3-2-1-0). This is a vital safety skill if they ever get separated from you.
- ii. **Body Parts Freeze Dance** — Put on any peppy song and dance freely. Pause the music every few seconds and call out a body part — child has to FREEZE and touch that part on themselves. Use both familiar and new words: ankle, wrist, elbow, knee, eyebrow, eyelash, chin, tummy, back, hip, heel. Aim for 8–10 new body-part words this break.
- iii. **Five-Senses Diary** — Day 1 (Eyes): take your child on a “colour walk” around the house or balcony — find and name 5 things in 3 different colours. Day 2 (Ears): stand silent in the balcony for 1 minute and list every sound heard (bird, traffic, fan, kitchen). Day 3 (Nose): a kitchen smell test — 5 things to smell with eyes closed and guess. Day 4 (Tongue): a tasting party — sweet (sugar), sour (lemon), salty (salt), bitter (small piece of karela). Child names each. Day 5 (Skin): a texture hunt — find 5 SMOOTH things and 5 ROUGH things at home.
- iv. **I Can Do It Myself** — Each week pick ONE self-help skill and your child does it on their own (you watch, do not help): putting on shoes, buttoning their shirt, packing the school bag, making their bed, washing their plate after a meal, opening their tiffin. Aim for 4 skills mastered over the break. Builds confidence and independence — the most important EVS goal at this age.
- v. **Feelings check-in** — Each evening ask: “How did you feel today — happy, sad, angry, excited or sleepy? Why?” Help your child name the feeling and talk about it.
- vi. **School helpers chat** — Once a week, talk about people who help us at school: teacher, didi, security uncle, school bus driver. Ask, “How does each one help you?”

Reading & Story Time

Now that your child knows s, a, t sounds and a few tricky words, point to letters and short words like **at, sat, as, I, the, he** while you read — they will start picking out words on their own. Aim for 15 minutes of book time daily.

Stories from the Book (read these together)

Six stories are shared with this homework. Read each one slowly, point to the pictures and to the letters s, a, t whenever they appear, ask questions, and – most importantly – let your child re-narrate each story in their own words.

1. **Samy goes to School** – After reading, ask: “How did Samy feel about school? Who did he meet? What is your favourite part of school?” Spot the letter **Ss** on the page and say its sound.
2. **Ally Saves Andy** – After reading, ask: “Who is Ally? How did she help Andy? When did YOU help someone this week?” Spot the letter **Aa** on the page and say its sound.
3. **Tia and Tippy** – After reading, ask: “Who are Tia and Tippy? What do they do together? Who is your best friend?” Spot the letter **Tt** on the page and say its sound.
4. **What Happened to Doodle?** – After reading, ask: “Why was Doodle upset? How did he feel better? What makes you feel better when you are sad?” Look for tricky words I, the, he on the page.
5. **Food For Thought (SEL)** – A story about being thankful for our food and not wasting it. After reading, ask: “Who grows our food? Who cooks it for us? What can we say to thank them?” Practise saying “thank you” before every meal this week. (Story attached at the end.)
6. **मुझे स्कूल नहीं जाना (Hindi)** – After reading, ask in Hindi: “बच्चा स्कूल क्यों नहीं जाना चाहता था? अंत में क्या हुआ? आपको स्कूल में क्या अच्छा लगता है?” Video link: https://youtu.be/rvGqmamck_Q

Please buy one storybook

In addition to the six stories shared above, please pick up **one age-appropriate storybook** (picture-rich, simple short words, ages 4–5) for the holidays. Use it for our “Story Snuggle Time” every evening – see the Good Habits section below.

STEM Project for the Holidays

Materials: a long strip of newspaper or chart paper; a marker pen; sticky tape; a wall.

- i. Tape the chart paper to a wall, from the floor upwards.
- ii. One by one, each family member stands against the paper. Mark a line at the top of their head and write their name.
- iii. Look at the marks together: “Who is the TALLEST? Who is the SHORTEST?” Arrange the family from tallest to shortest.
- iv. **Bonus** – use a wool/yarn string to measure heights and compare lengths side by side. Use the words **taller, shorter, tallest, shortest** again and again.
- v. Roll up the chart and bring it to school after the break. Encourage your child to talk about who in their family is tall and who is short.

What this builds: Comparing & ordering, vocabulary (tall/short/taller/shorter), measurement readiness, family bonding.

Good Habits, SEL & Daily Routines

1. **Greetings ritual:** Every morning after waking up, your child wishes every member of the house – “Good morning” / “Namaste” / “Susrabhat” / or any greeting your family prefers. Before sleeping, they say “Good night” to each family member. Small ritual, big impact – builds respect, warmth and connection.

2. **Mirror affirmation:** Each morning, look in the mirror together and say: "I am happy. I am loved. My name is _____. I am _____ years old."
3. **Sound of the day:** Pick one sound (/s/, /a/, /t/) each day. Find 3 things at home that begin with that sound and say them aloud.
4. **Word of the day:** Choose one tricky word – I, the, or he – each day. Look for it in books, on packets, or wherever there is print at home. Make a tally of how many times you found it.
5. **Number of the day:** Pick a number (1, 2 or 3). Find that many of something, write it on the slate and on paper, and use it in a sentence: "I have 2 hands."
6. **Daily Independence Star:** Each day pick ONE thing your child does completely on their own – brushing teeth, hanging up the towel, putting on shoes, packing the school bag, putting away their plate. At the end of the day stick a small "Independence Star" on a chart. Builds the big-kid confidence LKG is all about.
7. **Emotion Charades:** Once a day, take turns acting out a feeling (happy, sad, angry, scared, excited, sleepy, jealous, proud) with no words – the family guesses. Then talk: "When did you last feel this way? What helped?" Connects directly to the LP's feelings work. \
8. Big or Small? Tall or Short? – Each day pick a pair of things in the kitchen (a spoon and a ladle, a small katori and a big bowl, a pea and a potato, a tall bottle and a short jar). Ask: "Which is bigger / smaller / taller / shorter?" Switch words – long / short, full / empty, heavy / light. Reinforces the LKG comparison vocabulary.
9. **My Plant Friend:** Pick one indoor plant in your home and make it your child's "plant friend." Every day they water it (with a katori or small watering can), wipe its leaves with a damp cloth, and say "Good morning" to it. At the end of the holidays, look together at how the plant has grown because of their care.
10. **Phone-a-Relative:** Once a week, your child calls a grandparent / aunt / uncle / cousin on the phone or video call. They greet, ask "How are you?", share ONE thing from their day, and end with "I love you, bye!" Builds family bonds and full-sentence speaking.
11. **Story Snuggle Time:** Choose one evening each week. Read the storybook you bought for the holidays – also pick one of the six book stories – and ask what your child liked, who their favourite character was, and what they would change if they were in the story.

P.S.

Let's use this holiday to reduce screen time, build healthy daily habits, revise our learning through play, and grow closer as a family.

We can't wait to see our children return with new sounds on their lips, fresh confidence, and lots of smiles!

Happy Holidays!

Phonic sound video links-

Letter S: <https://youtu.be/vIyCJAsuZB0?si=6AzTEDzIzDNpyIFB&t=40>

Letter A: <https://youtu.be/jPABwdH2Dqk?si=I9VOcijCwMm5AoSS>

Letter T: <https://youtu.be/nj2zXZAlSgk?list=RDnj2zXZAlSgk>

Blending sounds - <https://youtu.be/MQpw77I-l6M?si=rKaFW8Y4i74RuaEo>

