



HOLIDAY HOMEWORK

(Less Screen Time, More Reading Time!)

UKG (Balvatika 3)
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, P, I, N, C, K (with blending), tricky words, numbers 1–10, families, body and the five senses – 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)

- i. **Letter sounds** – Revise the eight sounds learnt this term every day: /s/, /a/, /t/, /p/, /i/, /n/, /c/, /k/. Say the sound (not the letter name) and ask your child to find one thing in the room that begins with it: /s/ – sun, soap; /a/ – apple, ant; /t/ – table, tap; /p/ – pen, pillow; /i/ – igloo, ink; /n/ – nest, nose; /c/ – cat, cup; /k/ – key, kite. (Links of the Phonic sound video attached at the end.)
- ii. **Slate writing** – With a marker pen, practise writing capital and small letters on the slate every day: Ss, Aa, Tt, Pp, Ii, Nn, Cc, Kk. Trace first with the finger, then with the marker pen.
- iii. **Paper writing** – The parent draws faint dotted Ss, Aa, Tt, Pp, Ii, Nn, Cc, Kk on a 4-line sheet (or plain paper). The child traces them with a pencil and then writes one row freehand. One sheet every two days is plenty.
- iv. **Blending** – Children can now read short 2- and 3-letter words by blending. Practise reading these aloud daily (point to each letter, sound it out, then say it fast): at, as, in, it, is, an, on, up – sat, tap, pin, pan, pat, tin, sit, nip, nap, can, cap, cat, kit, kid, ink, nick, tick, sick, pick, kin, cot, tan. Make it a daily 5-minute reading game. (Reference video attached at the end.)
- v. **Tricky words** – We can't "sound out" every word. Practise reading and spotting these tricky words by sight: I, the, he, she, we, me, be, you. Write each on a slate or a sticky note, point to it daily, and find it in storybooks.
- vi. **Word writing** – Once your child reads at, sat, cat, pin... ask them to write 2–3 of these on the slate and on paper every day. Pick one new word a day.
- vii. **Show & Tell at home** – Once a week, your child picks a favourite toy / family photo / book and speaks about it for 1 minute: "This is my... I like it because..." Record on the phone and watch back together – builds confidence to speak in full sentences.
- viii. **Story re-narration** – After reading a story (see Reading & Story Time below), ask your child to re-narrate it in their own words. Encourage full sentences – "Doodle was scared because..."

2. Hindi

- i. बालगीत "स्कूल चलें हम" और "मेरा स्कूल" गाएँ। अपने स्कूल का नाम, स्कूल में क्या अच्छा लगता है – यह हिन्दी में बोलने का अभ्यास कराएँ। (Sing the rhymes "School Chalein Hum" and "Mera School" – and let your child say their school name and what they love about school in Hindi.)
- ii. **स्वर अभ्यास** – अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ, अं, अः जोर से बोलने को कहें और रोज़ एक स्वर चुन कर उससे शुरू होने वाली 3 चीजें ढूँढ़ें। (Revise all swars – say them aloud, and pick one each day to find 3 things at home that begin with it.)



- iii. **व्यंजन क, ख, ग, घ** – स्लेट पर मार्कर पेन से रोज एक-एक व्यंजन लिखने का अभ्यास कराएँ, फिर कागज पर पेंसिल से। (Practise writing क, ख, ग, घ – first on the slate with a marker pen, then on paper with a pencil. One letter per day.)
- iv. **“कहानी पूरी करें”** – हिन्दी बुक के पेज से “कहानी पूरी करें” कहानी देखें और बच्चे से पूछें – “फिर क्या हुआ होगा? राजकुमारी और राजकुमार कहाँ गए? आगे क्या होगा?” बच्चे को अपनी कहानी बनाने दें। (See “Kahani Poori Karein” in the Hindi book and let your child invent the rest of the story – a great speaking + imagination exercise.)
- v. **मेरी पसंद** – प्रतिदिन अपने बच्चे से पूछें – “आज आपको क्या पसंद आया? आपका फेवरेट खाना, रंग, खिलौना क्या है?” पूरे वाक्य में उत्तर देने को प्रोत्साहित करें। (Daily Hindi conversation: ask about their favourites – food, colour, toy – and encourage full-sentence Hindi answers.)
- vi. गिनती एक से दस तक (1–10) हिन्दी में ज़ोर से बोलने को कहें। (Daily count 1–10 in Hindi – Ek, Do, Teen... Dus.)

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

- i. **Rote count 1–30** – Every morning during breakfast, count from 1 to 30 together. Make it part of the routine.
- ii. **Number writing 1–10 on the slate** – With a marker pen, write 1, 2, 3... 10 on the slate every day. Trace dotted numbers first; over time write freehand.
- iii. **Number writing 1–10 on paper** – Parent draws dotted 1–10 (rows of each) on a plain sheet. Child traces with a pencil and writes one row freehand. Make a fresh sheet every 2–3 days.
- iv. **Number names 1–5** – Read and write the words one, two, three, four, five on the slate and on paper. Match each number to its name (1 → one, 2 → two, ...).
- v. **One & Many** – Walk around the house and find things that come one (1 fan, 1 sun, 1 nose) vs MANY (many leaves, many spoons, many books). Sort 5 of each into two piles and label them “1” and “Many.”
- vi. **More & Less** – Take two small piles of pulses or buttons. Ask: “Which pile has MORE? Which has LESS?” Then count to check. Try this with snacks at meal time – a real-life maths moment.
- vii. **Days of the week** – Sing the “Days of the Week” song every morning. Ask, “What day is it today? What was yesterday? What will tomorrow be?”
- viii. **Months of the year** – Sing the “Months of the Year” song. Ask, “Which month is your birthday in? Which month is it now?”
- ix. **Primary colours hunt** – Pick one day each for Red, Blue and Yellow. On Red Day wear/eat/ find 5 red things; same for Blue and Yellow. Mix Red + Yellow paint → Orange! Mix Blue + Yellow → Green! Mix Red + Blue → Purple!

4. EVS (My World Around Me)

- i. **Self introduction** – Practise daily in front of the mirror: “My name is _____. I am 5/6 years old. I am a boy/girl. I live in _____ (city). My address is _____. My mother’s name is _____. My father’s name is _____. My school is _____.”
- ii. **Likes & dislikes** – Each day share with the family: “One thing I LIKE is... One thing I DON’T LIKE is...” Talk about how everyone has different likes – and that’s what makes each of us special.
- iii. **Internal body parts** – Talk about what is INSIDE the body: heart (helps blood travel), brain (helps us think), lungs (help us breathe), stomach (digests our food), bones (help us stand). Place a hand on the chest – feel the heart beat. Take a deep breath – feel the lungs.
- iv. **Family members** – Talk about everyone in the family: parents, siblings, dadu, dadi, nana, nani, chacha, chachi, mama, mami, bua, mausi. Make a small family tree on a sheet of paper (see STEM Project 3).
- v. **Hygiene & Body Care** – Brush teeth twice a day, wash hands before every meal, take a bath every day, cut nails once a week. Talk about good touch / bad touch – “my body belongs to me; only family or doctor (with parents around) can touch me; if anyone tries something that feels wrong, I say NO and tell mummy or papa.”

Reading & Story Time

UKG children are now early readers – they can decode short words by blending S, A, T, P, I, N, C, K, and recognise tricky words like I, the, he, she, we, me, be, you. Each day, sit with your child for 15–20 minutes of book time. Point to letters and sound them out. Let your child try to read short words – even one word a day is huge progress. Re-read favourite stories several times – repetition is how reading clicks!

Stories from the Book (read these together)

Four stories are shared with this homework. Read each slowly, point to the pictures, ask the questions below, and – most importantly – let your child re-narrate each story in their own words.

1. **Time for School (Word-blends story)** – After reading, ask: “What did Noodle do? Who is in the kitchen? What did Dadi give Noodle?” Then play “Spot the blend” – find the words tap, sit, pin, pan, tin, takes on the page. Sound them out together: t-a-p... tap!
2. **The Ten Hens (Word-blends story)** – After reading, ask: “How many hens were there? What happened to the milk? Who helped clean it up?” Spot the words ten, hens, ran, pet, hop, pot, rag, sat, lap – children love finding words they can read on their own!
3. **Healthy vs Junk Food (SEL)** – After reading, ask the two Critical Thinking Questions: “Which healthy food will you eat to make the junk food lose the battle? What happens to your body when you eat healthy food?” Make a small chart at home – each day your child eats a fruit or vegetable, give Team Healthy Food a tick. After 7 ticks → a small reward (see the Reward Chart below).
4. **कहानी पूरी करें (Hindi)** – हिन्दी बुक में राजकुमारी और राजकुमार की अधूरी कहानी है। बच्चे से पूछें, “आगे क्या हुआ होगा?” अपनी कल्पना से कहानी पूरी करने दें। फिर पापा/मम्मी को बच्चा यह कहानी सुनाए। (See the half-told princess story in the Hindi book and let your child finish it in their own words – then narrate it back to a parent.)

Please buy one storybook

In addition to the four stories shared above, please pick up one age-appropriate storybook (picture-rich, simple sentences, ages 5–6) for the holidays. Use it for our “Story Snuggle Time” every evening – see the Reward Chart below for the screen-time + reading habit goals.

STEM Projects for the Holidays

Pick a different day each week to work on each project. All three use only items already at home and take 20–30 minutes – fun for parent and child.

Project 2 – My Family Tree

Materials: 1 large sheet of chart paper; family photos (or your child draws each member); a marker pen; coloured pencils; tape/glue.

- i. Draw a big tree on the chart paper – trunk and branches. The trunk is your child.
- ii. On the lowest branches stick photos (or have your child draw) of Mummy and Papa. On the next branches: Dadu & Dadi (Papa’s side) on one side; Nana & Nani (Mummy’s side) on the other.
- iii. Add Chacha/Chachi/Bua, Mama/Mami/Mausi and any cousins or siblings on smaller branches.
- iv. Under each photo, your child writes the family member’s name and how they help in the family. “Dadu reads me stories. Mummy cooks my food.”
- v. Once a week call one grandparent or relative on a video call – your child tells them, “You are on my family tree!”
- vi. Roll up the chart and bring it to school after the break for the Show & Tell activity.

What this builds: family awareness, vocabulary for relations, gratitude, writing practice and a beautiful keepsake.

Good Habits, SEL & Daily Routines

- 1. Greetings ritual:** Every morning after waking up, your child wishes every member of the house – “Good morning” / “Namaste” / “Susprabhat” / 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. My Holiday Diary:** Each day your child writes (or dictates and you write, then they copy) ONE short sentence about something they did today, and draws a picture beside it. By the end of the break, a beautiful little diary booklet is ready to bring back to school. Feelings Garden: Draw one feeling face daily – happy, sleepy, sad, excited, surprised, angry, proud – and let your child colour it. Stick them on a wall to make a “Feelings Garden.”
- 3. Compliment Circle:** At dinner every day, each family member shares ONE compliment for another – “Mummy, the dosa was yummy today,” “Bhaiya, you let me play with your truck.” Builds gratitude, emotional intelligence and family warmth.
- 4. Cook With Me:** Once a week your child helps prepare a simple snack – peeling boiled eggs, washing veggies, making a sandwich, kneading aata, mixing chaat. Count ingredients aloud (“1 cup, 2 spoons, 3 tomatoes”) – life skill + early maths together.
- 5. Junior Shopkeeper:** Once a week at the local kirana or sabzi-wala, your child takes the lead on ONE small purchase – asks for the item, listens to the price, hands over money, says “thank you.” Confidence + an early sense of money and numbers.
- 6. Read-Aloud Showtime:** Once a week, your child reads aloud to the family (with your help) a short portion from any storybook or one of the four holiday stories. Everyone claps and your child gets a “Reader of the Week” sticker on their reward chart.

Reward Chart – Less Screen, More Reading!

Two of the most important habits we can build at this age are **reducing screen time** and **reading every day**. This chart turns both into a fun points game. Set the rules with your child on Day 1 – it works much better when they’ve agreed to it.

How it works

- Set a daily screen** -time limit – **we suggest 30–60 minutes per day** of total screen time (TV, phone, tablet) for the holidays. Pick a number that works for your family.
- Daily stars your child can earn:**
 - Stayed within the screen-time limit today → **2 stars**
 - Read (or was read to) for 15 minutes → **2 stars**
 - Read for an extra 15 minutes (30 mins total) → **+1 bonus stars**
 - Re-narrated the day’s story to the family → **+1 bonus star**
- Make a simple chart on a sheet of paper** – one row per day, columns for screen-limit tick, reading minutes, bonus points, total. Stick it on the fridge.
- Cumulative rewards** – your child redeems points for **favourite things**:
- Bring the completed chart to school after the break – we’d love to celebrate every child’s reading streak!

P.S.

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

We can’t wait to see our children return as confident little readers, with new stories on their lips and lots of smiles!

Happy Holidays!

Phonic sound video links-

Letter S: <https://youtu.be/v1yCJAsuZB0?si=6AzTEDzIzDNpy1FB&t=40>

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

Letter T: <https://youtu.be/nj2zXZAIsHk?list=RDnj2zXZAIsHk>

Letter P: <https://youtu.be/cRWamXIRmoo?si=rPTPfhMnRIWllqHN>

Letter I: <https://youtu.be/1ZEqHJUUYQk?list=RD1ZEqHJUUYQk>

Letter N: https://youtu.be/egc9Si9Jfk4?si=0PNz17TI_6Wkz5Gr&t=40

Letter C: <https://youtu.be/8uLPe4tAkbk?si=fUnBousvaJNkjeJT>

Letter K: https://youtu.be/1bVx_bPZ2TE?si=STztMtdaFTO_cTwZ

Blending sounds - <https://youtu.be/MQpw77l-l6M?si=rKaFW8Y4i74RuaEo>