


Language & Literacy	Title: "br, bl "Words	Day: 1	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology		Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the \br, bl\ sound as a as an initial blends and write \br, bl\ words</p>	<p>Recap:Teacher will be asked about the previous sounds show the flashcards and ask the words.</p> <p>We Are Learning to: Read and write \br, bl\sound as a as an initial blends</p> <p>.What I am looking for: How well you can identify, read and write \br, bl\sound as an initial blends..</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction</p> <p>Today's lesson is about consonant blends. You will learn how to read words that have two or three consonants right next to each other, each letter keeps its sound. This lesson is important because longer and more difficult words contain consonant blends, so you will be able to read and spell more words when you learn this concept. Some examples of initial blends are bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sl, sm, sn, sp, Show the students word card brush or brush. Ask the students to identify the object and say its name aloud and sound out each letter, pointing at br-u-sh, then blend and underline the consonant blend. Ask the students why we do the brush? Ask: how many time we should do the brush? Show them the br vocabulary words song.</p> <p>https://youtu.be/GTuqwybh_jtk</p> <p>Show them the blocks or blocks card and sound out each letter, pointing at bl-o-ck, then blend. Repeat for the other cards (br-ow-n, br-i-ck, bl-ue, bl-a-ck,). Play the initial blends bl song for students.</p> <p>https://youtu.be/gr5sorDoH2s</p> <p>Guided practice</p> <p>Teacher will provide the alphabets flash cards, bl, br pictures flashcards and bl, br flashcards and ask the students look at the picture and make the word with the help of bl, br flash card and alphabet flash cards. Repeat the activity with all students. (pictures flashcards brown, black, brick, brush, bridge, block, bread blackboard)</p> <p>Focused Task:</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \br, bl\sound as an initial blends.. and write \br, bl\ words</p>	<p>Flash cards</p> <p>flashcards</p>

	<p>Ask the students open book page no ___ and read the sentences and look at the highlighted words. These are initial blends read them with correct pronunciation. Ask the student open their copies and writ 5 br, bl words and make one sentence with each initial blend words,</p> <p>Wrap up:</p> <p>Show them the br, bl words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p> <p>Homework: Look at the pictures and write the initial blends</p>	5 mins		<p>book page no___</p> <p>copy work</p> <p>Worksheet of br, bl words</p>
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Language & Literacy	Title: "d, cr "Words	Day: 2 Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the \d, cr\ sound as a as an initial blends and write \d, cr\ words</p>	<p>Recap:Teacher will be asked about the previous blends show the flashcards and ask the words.</p> <p>We Are Learning to: Read and write \d, cr\ sound as a as an initial blends</p> <p>.What I am looking for: How well you can identify, read and write \d, cr\ sound as an initial blends..</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>IntroductionA consonant blend consist of two consonants sounded together in such a way that each consonant is heard. Ask the students today we will do two blends d and cr. Show them the flash cards. Display the picture of clever down on the board. Ask the students read the words. Have the students read the words tell them both the words begins with the same letter. Write more words on board clock, cloud, clay, clap, claw, clip. Ask the students read the words and underline the initial blend. Show them the d vocabulary words song.</p> <p>https://youtu.be/YCy=qChjBA</p> <p>Show them the crown or crown card and sound out each letter, pointing at cr-ow-n, then blend. Repeat for the other cards (crab, crow, cricket, cry, crayon, crack). Play the initial blends cr vocabulary video for students https://youtu.be/QS2oTRWgOAK</p> <p>Guided practice Teacher will paste the pictures flash cards (down, climb, cloud, clay, crab, cry, crow, crayon) on board and ask the students come on the board and write the spellings. Repeat the activity with all students. Some students will write the spellings on blending line with the help of alphabets and pictures flashcards.</p> <p>Focused Task:Ask the student open their copies and writ 5 d, cr words and make one sentence with each initial blend words,Provide ample time and opportunities to the students to write. Writing and reading practice helps students to develop fluency that will help them to write read with increasing enjoyment and understanding.</p> <p>Wrap up: Show them the d,cr words pictures flashcards and ask them tell the word...</p> <p>Reflection</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \d, cr\ sound as an initial blends.. and write \d, cr\ words</p>	<p>Flash cards</p>  <p>Flashcards Copy work</p>

Language & Literacy		Title: "fr, fl "Words	Day: 3Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the \fr, fl \ sound as a as an initial blends and write \fr, fl \ words</p>	<p>Recap:Teacher will be asked about the previous blends show the flashcards and ask the words.</p> <p>We Are Learning to: Read and write \fr, fl \sound as a as an initial blends</p> <p>.What I am looking for: How well you can identify, read and write\fr, fl \sound as an initial blends..</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: A consonant blend consist of two consonants sounded together in such a way that each consonant is heard. Ask the students today we will do two blends fr and fl. Show them the flash cards. Display the picture of frog on the board. Ask the students read the words. Have the students read the words tell them the word begins with the f and r and when they come together they make a sound \fr\. Write more words on board fry, frame, frozen, fridge, frock, fruit. Ask the students read the words and underline the initial blend fr. Show them the frvocabulary words song.</p> <p>https://youtu.be/A74L2kZNT6o Show them the flag or flag card and sound out each letter, pointing at fl-a-g, then blend. Repeat for the other cards (fly, flower, flame, flat, flies, flue, flow). Play the initial blends fl vocabulary video for students. https://youtu.be/uQzgfBL_YwxA</p> <p>Guided practiceMake consonant blend cards with fl and fr. Divide letter cards into groups: consonant blends, vowels, and consonants. Display the letter cards face up and dictate a word. Have students encode the word by picking the cards that spell the word. [Display the consonant blend cards in one group, and display letter cards for a, e, i, o, u, d, t, p, n, and m in another group.] Teacher will dictate a word. Repeat the word and then spell it, using the cards have displayed. Let's do the first one together. First, you segment, or say the sounds in the word.(fry, frog, frock, fly, flow, float)</p> <p>Focused Task:Ask the student open their copies and writ 5 fr, fl words and make one sentence with each initial blend words, Provide ample time and opportunities to the students to write. Writing and reading practice helps students to develop fluency that will help them to write read with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thefr, fl words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p> <p>Homework: Do book page no_____.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \fr, fl \sound as an initial blends.. and write \fr, fl \ words</p>	<p>Flash cards</p> <p>Flashcards</p> <p>Copy work</p> <p>Book page no_____</p>	

Language & Literacy		Title: "pl, gl "Words	Day: 4Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology		Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the \ pl, gl \ sound as a as an initial blends and write \ pl, gl \ words</p>	<p>Recap:Teacher will be asked about the previous blends show the flashcards and ask the words.</p> <p>We Are Learning to: Read and write \ pl, gl \sound as a as an initial blends</p> <p>.What I am looking for: How well you can identify, read and write\ pl, gl \sound as an initial blends..</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: Introduce the lesson by gathering the class together for a read aloud.Write the word "plant" on the board and underline the letters pl.Explain that today the class will be learning about consonant blends at the beginning of words. Remind students that consonants are the letters of the alphabet that are not vowels.Define consonant blends as two or more consonants at the beginning of a word whose sounds blend together. Refer back to "plant" as an example. Show them flashcards of more words (plate, plug, planet, plumber, plum) Show them the plvocabulary words song.</p> <p>https://youtu.be/lzaUOXWwfWQShow them the glitter and sound out each letter, pointing at gl-i-tt-er, then blend. Repeat for the other cards (glad, glow, glue, glass, glove). Play the initial blends gl vocabulary video for students. https://youtu.be/FtzlFri.3Qz4</p> <p>Guided practice In this activity uses matched pairs of word cards of pl, gl words (10–15 pairs of words, 20–30 cards). After thoroughly shuffling the cards, lay them face down in a grid pattern. Have students take turns turning over two cards at a time and reading the words aloud. If the cards match, the student keeps those cards and takes another turn. If not, the student turns the cards facedown and play continues with the next player. When all the cards have been matched, the student with the most cards wins.When students pick up the card ask him read the word.</p> <p>Focused Task:Ask the student open their copies and writ 5 pl, gl words and make one sentence with each initial blend words, Provide ample time and opportunities to the students to write. Writing and reading practice helps students to develop fluency that will help them to write read with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thepl, gl words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \pl, gl \sound as an initial blends.. and write \ pl, gl \ words</p>	<p>Flash cards</p> <p>Flashcards</p> <p>Copy work</p>

Language & Literacy	Title: "sl, sp "Words	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the \sl, sp \ sound as a as an initial blends and write \sl, sp \ words</p>	<p>Recap:Teacher will be asked about the previous blends show the flashcards and ask the words.</p> <p>We Are Learning to: Read and write \sl, sp \sound as a as an initial blends</p> <p>.What I am looking for: How well you can identify, read and write\sl, sp \sound as an initial blends..</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: Let's start by quickly reviewing some consonants. I will point to a letter, and you will tell me its sound. Be alert because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm. Pretend to be sleepy and ask the students what you are doing. Explain that you are sleeping. Ask volunteer to write 'sleep' on the board. Point out how there are two consonants either side of the vowel. Sound out and blend 'sl-ee-p' with the class, asking them. Show the slide, slow, slip, slim, slap sounding out and blending until the students are able to read the words too.Play the sl vocabulary words video. https://youtu.be/-SXmrgSviGc Show them the sparrow in a play ground and sound out each letter, pointing at sp-a-rr-ow, then blend. Repeat for the other cards (spy, spider space, speak, spin). Play the initial blends sp vocabulary video for students. https://youtu.be/gfFwBlsu58</p> <p>Guided practiceTeacher will paste the pictures flash cards (slide, sparroe, spy, slow, slope, spin, slip, spider) on board and ask the students come on the board and write the spellings. Repeat the activity with all students. Some students will write the spellings on blending line with the help of alphabets and pictures flashcards.</p> <p>Focused Task:Ask the student open their book page no____ and write the words. Provide ample time and opportunities to the students to write. Writing and reading practice helps students to develop fluency that will help them to write read with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thesl, sp words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p> <p>Homework: Do book page no_____ write the initial blends of the pictures.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \sl, sp \sound as an initial blends.. and write \sl, sp \ words</p>	<p>Flash cards</p> <p>Flashcards</p> <p>Book page no____</p> <p>Book page no____</p>