



Language & Literacy		Title: "sh" 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 \sh\ sound as a beginning diagraph and write \sh\ words</p>	<p>Recap:Teacher will be shown some picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write \sh\sound as a beginning diagraph.</p> <p>What I am looking for: How well you can identify, read and write\sh\sound as a beginning diagraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:</p> <p>Explain to your students that today they will learn about consonant blends, which are two or three consonants that come together to make a different consonant sound. Remind them that a, e, i, o, and u are vowels while all the other letters are consonants.In particular, tell them that they will discuss a special type of blend called a consonant digraph, where two consonants combine to make one sound.Shan likes to share. He shares his shells and shoes with his sister. What does Shan like to do? The words Shan, share, shells, and shoes begin with the same sound: the /sh/ sound. Show students the large sh card. The point of the whole lesson is to sound the letters represent.</p> <p>Play the \sh\ song for students. https://youtu.be/3uyqR3u4jtg</p> <p>Action:</p> <p>The students put their finger over their lips and make a continuous sound\shshshsh\ sound.</p> <p>Story:</p> <p>There is a new baby girl in the family. She cries for a long time, but finally goes to sleep. Her older brother is playing with some noisy toys, mum puts her finger to her lips and says \shshshsh\. They both tiptoe quietly across the room.</p>		5 mins	<p>Students will be assessed on</p> <p>Identifying the\sh\ sound as a beginning diagraph and write \sh\ words</p>	<p>Flash cards</p> <p>flashcards</p>
	<p>Guided practice:</p> <p>Write the words hop, shop, sell, shell, hip, ship, shoes, share, and shout on the board. Model blending</p>		10 mins		



	<p>the words sound by sound. Run your finger under each letter as you say the sound. Emphasize the sound of sh in words containing that digraph spelling. Have students repeat. Ask the students, I'll say some words. If the word starts with the /sh/ sound, hold up your sh card. If it doesn't start with the /sh/ sound, put your sh card behind your back. (Examples: shoes, grass, ship, salt, shovel)</p> <p>Focused Task: Ask the students open their copies and write 5 \sh\ words and make one sentence with one word only with the help of HFW have displayed on board. Provide ample time and opportunities to the students to write. Reading practice helps students to develop fluency that will help them to read with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thesh words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p> <p>Homework: Colour the sh words in the given words..</p>	5 mins		<p>copy work</p> <p>Worksheet</p>
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Language & Literacy	Title: "sh" 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 \sh\ sound as a ending digraph and write \sh\ words</p>	<p>Recap:Teacher will be shown some \sh\ picture flashcards and asked the students tell the name, its spellings, sound, action and story.</p> <p>We Are Learning to: Read and write \sh\sound as a ending diagraph.</p> <p>What I am looking for: How well you can identify, read and write\sh\sound as a ending diagraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:Every morning, I _____ my teeth. (brush) Explain that brush ends with the letters s and h, and when they are together that stands for the \sh\sound. Say some more words that end with the letters sh, and have the students repeat them. (Examples: rash, wash, dish) letters to the final position, helps students learn that given letters often represent the same sound in other positions in words. Then teacher will show them song and vocabulary words. Play the \sh\ wordssong for students.</p> <p>https://youtu.be/pdOrT3HKgU4</p> <p>Guided practice: Write the words hop, shop, sell, shell, hip, ship, shoes, share, and shout on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sound. Emphasize the sound of sh in words containing that digraph spelling. Have students repeat.</p> <p>Teacher will paste the pictures of brush, bush, fish, on the board. After that the students will encourage to tell the name of the pictures. The students will say the words. Teacher will ask the students do they know any word which has \sh\. Then teacher will show them of flash cards of different picture having\sh\ sound. Then teacher will ask the student come on the board and write the word which has \sh\ sound.</p> <p>Then teacher will take them towards the blending line and show them the picture and ask them to say the word. ...ask which sound is coming first and then in the middle and in the end...put the letter on blending line and encourage them to read them blending and segmenting.</p> <p>Focused Task:Provide the worksheets to all students and ask them write the sh in given words and after completing match them with pictures.Provide ample time and opportunities to the students to complete the worksheet.</p> <p>Wrap up: Show them thesh 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\sh\ sound as a ending diagraph and write \sh\ words</p>	<p>Flash cards</p> <p>flashcards</p>  <p>Worksheet</p>

Language & Literacy		Title: "ch" Words	Day: 3	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 \ch\ sound as a beginning digraph and write \ch\ words</p>	<p>Recap:Teacher will be shown some picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write \ch\sound as a beginning digraph.</p> <p>What I am looking for: How well you can identify, read and write\ch\sound as a beginning digraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:</p> <p>Say, "Today, we are going to learn about some special pairs of letters called digraphs. A digraph is two letters that make just one sound." Ask students to say these words with you and to notice where they place their teeth and tongue when they start the words: church, children, cheese. Students should respond that front teeth are together and their tongue is behind their teeth when they start to say these words. Ask, "What are the two letters(c and h) that tell you to make the sound with your teeth together and tongue behind your teeth?" (ch)</p> <p>Play the \ch\ song for students. https://youtu.be/Q6YAK5UhVf8</p> <p>Action:</p> <p>The students pretend to be steam trains, moving their arms like positions, saying, /ch, ch, ch/</p> <p>Story:</p> <p>Some children are on a school trip. They are going to ride on old steam train. They climb into the carriage, and the train moves off. The train starts chugging, /ch, ch, ch/. It gets faster and faster until steam comes out of the funnel and the whistle blows, `choo! Choo!</p> <p>Guided practice:</p> <p>Show them the objects or flashcards like chips, chocolate, chair, cherry. Ask them tell the names of objects and try to spell it. Write the ch words on board (chin, chalk, chop, chick) on board. Run your finger under each letter as you say the sound. Emphasize the sound of ch in words containing that digraph spelling. Have students repeat. Ask the students, I'll say some words. If the word starts with the /ch/ sound, hold up your ch card. If it doesn't start with the /ch/ sound, put your ch card</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Identifying the \ch\ sound as a beginning digraph and write \ch\ words</p>	<p>Flash cards</p> <p>flashcards</p>

	<p>behind your back.</p> <p>Focused Task: Ask the students open their copies and write 5 ch words and make one sentence with one word only with the help of HFW have displayed on board. Provide ample time and opportunities to the students to write. Writing practice helps students to develop fluency that will help them to write with increasing enjoyment and understanding.</p> <p>Wrap up:</p> <p>Show them the ch words pictures flashcards and ask them tell the word...</p> <p>Reflection:</p> <p>Homework: Colour the ch words in the given words..</p>	5 mins		<p>copy work</p> <p>Worksheet</p>
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Language & Literacy	Title: "ch" Words	Day: 4	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 \ch\ sound as a ending diagraph and write \ch\ words</p>	<p>Recap:Teacher will be shown some \ch\ picture flashcards and asked the students tell the name, its spellings, sound, action and story.</p> <p>We Are Learning to: Read and write \ch\sound as a ending diagraph.</p> <p>What I am looking for: How well you can identify, read and write\ch\sound as a ending diagraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: I like to eat fish in _____(lunch.) Explain that lunch ends with the letters c and h, and when they are together that stands for the /ch/ sound. Say some more words that end with the letters c and h, and have the students repeat them. (Examples: ostrich, bench, bunch, torch) letters to the final position, helps students learn that given letters often represent the same sound in other positions in words. Then teacher will show them song and vocabulary words. Play the \ch\ words song for students.</p> <p>https://youtu.be/OzmyDb6UIG4</p> <p>Guided practice: Teacher will provide the wheel of the ch words to the students and ask them to make the words with it.Explain that you want them to make as many words as they can by turning the inner wheel. Ensure each student records the wordthey make each time.</p> <p>Then teacher will take them towards the blending line and show them the picture and ask them to say the word. ...ask which sound is coming first and then in the middle and in the end. ...put the letter on blending line and encourage them to read them blending and segmenting.</p> <p>Focused Task:Provide the worksheets to all students and ask them write the ch in given words and after completing match them with pictures. Provide ample time and opportunities to the students to complete the worksheet.</p> <p>Wrap up: Show them thech 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\ch\ sound as a ending diagraph and write \ch\ words</p>	<p>Flash cards</p> <p>flashcards</p>  <p>Worksheet</p>

Language & Literacy	Title: " sh"/"ch "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 \sh\\ch\ sound as a ending diagraph and write \sh\\ch\ words</p>	<p>Recap:Teacher will be shown some \sh\, \ch\ picture flashcards and asked the students tell the name, its spellings, sound, action and story.</p> <p>We Are Learning to: Read and write \sh\\ch\ sound as a ending diagraph.</p> <p>What I am looking for: How well you can identify, read and write \sh\\ch\ sound as a ending diagraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: Tell the students today we will revise the \sh\ and \ch\ words. Show some objects/ flashcards on the board and ask them come on the board one by one and tell the name of object and write its spelling(chips, ship, shop, lunch).Write 'chop' and 'fish' on the board. Underline ch and sh. Explain how 'ch' has two consonants at the beginning and 'fish' has two consonants at the end. Remind them that a, e, i, o, and u are vowels while all the other letters are consonants.</p> <p>Guided practice: Teacher will provide the wheel of the \sh\\ch\ words to the students and ask them to make the words with it.Explain that you want them to make as many words as they can by turning the inner wheel. Ensure each student records the word they make each time.</p> <p>Then teacher will take them towards the blending line and show them the picture and ask them to say the word...ask which sound is coming first and then in the middle and in the end...put the letter on blending line and encourage them to read them blending and segmenting.</p> <p>Focused Task:Provide the worksheets to all students and ask them look at the pictures and circle the correct sound. Provide ample time and opportunities to the students to complete the worksheet.</p> <p>Wrap up:Teacher will ask the student tell at least two words with \sh\\ch\ sound and use them in your sentence.</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 \sh\\ch\ sound as a ending diagraph and write \sh\\ch\ words</p>	<p>Flash cards</p> <p>lashcards</p>   <p>Worksheet</p> <p>Book page no- _____</p>

	<p>Reflection:</p> <p>Homework: Do book page no _____</p>			
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