


	<p>Reflection:</p> <p>Homework: Do book page no _____</p>			
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Language & Literacy		Title: "th" 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 \th\ sound as a beginning, and ending digraph and write \th\ words</p>	<p>Recap:Teacher will be shown \ch\,\sh\picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write \th\sound as a beginning, and ending digraph.</p> <p>What I am looking for: How well you can identify, read and write\th\sound as a beginning and ending digraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction: Teacher can start by introducing that we are going to learn more about consonant blends today and a new grapheme. In today's lesson, we will discuss 2 consonants i.e. t and h when come together to make a single sound known as a consonant digraph /th/.You can even recall the digraph we have done before to brush up:You can simply start by showing pictures to the students one by one. And let them guess. The students tell the name of the objects or things shown on the picture card. Such as you can begin with the thorn picture or simply point it out to the real thorn in the plant and let them guess.Let the students spell out the words with this digraph. Let them start spelling out. As soon as they start spelling they will observe that their tongue is between their front teeth when they say these words.</p> <p>Play the \th\ words song for students. https://youtu.be/XNtDhtn.jPgA</p> <p>Action: The students pretend they are naughty downs and stick out their tongues, a little way for\th\ and further for\thh\.</p> <p>Story: The downs at the circus are very funny. They run around and tickle each other with feathers. One naughty down is rather rude. He sticks his tongue out a little, saying\th\. Another down is v rude. He sticks his tongue right out, saying\ththth\. Everybody laughs.</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Identifying the\th\ sound as a beginning, and ending digraph and write \th\ words</p>	<p>Flash cards</p> <p>flashcards</p>	

	<p>Guided practice: Give the picture cards (three, thief, thorn, thin, thumb, cloth,) to each student. Let them simply guess objects or things that start with th and say it aloud in front of their friends. Let them write the words starting and ending with th. For support let them say aloud the words with th. Give the tongue twister to all students. My thumb is too thick to flick this. Let the students listen to the tongue twister clearly. Students love tongue twister and here learning happens in a fun way with the th tongue twister game. Show the students vocabulary song. https://youtu.be/TIX5jSEN5sQ</p> <p>Focused Task: Ask the students open their copies and write 5 \th\ 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 and writing practice helps students to develop fluency that will help them to read and write with increasing enjoyment and understanding.</p> <p>Wrap up: Ask students to say as many words as they remember with /th/ digraph.</p> <p>Reflection:</p> <p>Homework: Write the th in the banks and match the words with pictures.</p>	5 mins		<p>copy work</p> <p>Worksheet</p>
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Language & Literacy	Title: "ph" 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 \ph\ sound as a beginning, middle and ending digraph and write \ph\ words</p>	<p>Recap:Teacher will be shown \th\picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write \ph\sound as a beginning, middle and ending digraph.</p> <p>What I am looking for: How well you can identify, read and write\ph\sound as a beginning and ending digraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:The letters p and h in ph words makes the sound /fuh/ like photos, phonics, phone, photograph etc. The letters p and h are blended together to produce the /fuh/ sound. Recall the digraph we have done before to brush up: Bring up the picture cards with ph words. That works very well with students of all ages. Tell the students \ph\ is used as beginning, middle and ending sound for example photo, dolphin, graph. Start by showing the picture cards to the students one by one. And let them guess the name of the things or objects shown on the picture card. Such as you can begin with the phone picture and let them guess. If they need clues you can give clues such as we listen someone calls on it.</p> <p>.Play the \ph\ wordssong for students. https://youtu.be/XNtDhtn.jPgA</p> <p>Guided practice: Teacher will provide the alphabets flash cards, ph pictures flashcards and ph flashcards and ask the students look at the picture and make the word with the help of ph flashcard and alphabet flash cards. Repeat the activity with all students. (pictures flashcards trophy, phone , graph, phonics, elephants, pharmacy, dolphin)</p> <p>Focused Task: Ask the students open their copies and write 5 \ph\ 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 and writing practice helps students to develop fluency that will help them to read and write with increasing enjoyment and understanding.</p> <p>Wrap up: Show them theph 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\ph\ sound as a beginning, middle and ending digraph and write \ph\ words</p>	<p>Flash cards</p> <p>flashcards</p> <p>copy work</p>	

	<p>Focused Task: Ask students open their book page no____ and read the story, tell them underline words are diagraph. Ask the students open their copies and write 5 \wh\ 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 and writing practice helps students to develop fluency that will help them to read and write with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thewh words pictures flashcards and ask them tell the word..</p> <p>Reflection:</p> <p>Homework: Do book page no_____.</p>	5 mins		<p>copy work</p> <p>Book page no____</p>
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Language & Literacy	Title: "sh, ch, th, ph, wh" 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 "sh, ch, th, ph, wh" sound as a diagraph</p>	<p>Recap:Teacher will be shown \wh\picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write \"sh, ch, th, ph, wh\"sound as a diagraph.</p> <p>What I am looking for: How well you can identify, read and write\"sh, ch, th, ph, wh\"sound as a diagraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:Write 'ship' and 'lunch' on the board. Underline sh and ch. Explain how 'ship' has two consonants at the beginning and 'lunch' has two consonants at the end. Remind them that a, e, i, o, and u are vowels while all the other letters are consonants. Show the phone card and sound out each letter, pointing at ph-o-n-e, then blend. Ask the students to point to the teacher's phone in the room. Show them the whale card and sound out each letter, pointing at wh-a-l-e, then blend. Repeat for the other cards (th-or-n-e, t-ee-th, gr-a-ph, wh-i-sk, f-i-sh, ph-o-t-o).after this teacher will show them the video of diagraphs.</p> <p>.Play the diagraphsong for students.</p> <p>https://youtu.be/NK8_Tvu6bJk</p> <p>Guided practice: Teacher will take them towards the blending line and show them the pictures of \"sh, ch, th, ph, wh\" words 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: Ask the students open their book page no____ and match the pictures with the sounds. Provide ample time and opportunities to the students to match.Reading and writing practice helps students to develop fluency that will help them to read and write with increasing enjoyment and understanding.</p> <p>Wrap up: Show them thesh, ch, th, ph, wh 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, ch, th, ph, wh\" sound as a diagraph</p>	<p>Flash cards</p> <p>flashcards</p>  <p>copy work</p> <p>flashcards</p>

Language & Literacy	Title: "sh, ch, th, ph, wh" 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, th, ph, wh" sound as a digraph</p>	<p>Recap:Teacher will be shown "sh, ch, th, ph, wh" picture flashcards and asked the students tell the name and its spellings.</p> <p>We Are Learning to: Read and write "sh, ch, th, ph, wh" sound as a digraph.</p> <p>What I am looking for: How well you can identify, read and write "sh, ch, th, ph, wh" sound as a digraph.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:Introduce the topic for today to the students. Today we will be learning about digraphs. Digraphs are when two letters together produce only one sound. Give a couple examples like th- in thumb, sh- in ship, -wh in whip.Explain to students why digraphs are important. These digraphs are important to know and recognize because they often occur in words in our language. It is important that they become automatically recognized when we see them. Show the pictures flashcards have students tell the sound and words after you: Th: think, thumb, teeth, thin Review these words and the sentences to make sure they are clear for the students. Then move on to ch: chain, chair, chest, church. Again, review these words to make sure the meanings and digraphs are clear. Now we move to sh: ship, shark, sharp, shake. And next move to ph: trophy, dolphin, pharmacy, graph. Finally, move to wh: what, who, whiskers, whistle. Be sure that students understand what the digraphs are in each word and see how they look in those particular words.</p> <p>Guided practice: Teacher will provide the wheel of the "sh, ch, th, ph, wh" and alphabets 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>Focused Task: Ask the students open their book page no ___ and read the sentences and circle the digraphs Provide ample time and opportunities to the students to circle.Reading and writing practice helps students to develop fluency that will help them to read and write with increasing enjoyment and understanding.</p> <p>Wrap up: Show them the "sh, ch, th, ph, wh" 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 "sh, ch, th, ph, wh" sound as a digraph</p>	<p>Flash cards</p> <p>flashcards</p>  <p>Book page no ____</p> <p>Book page no ____</p>