

Language & Literacy		Class: Nursery	Title: Letter li	Day: 1	Time:- 40 mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary and formation of 'li'</p>	<p>Recap: Students will be shown letters "Aa" "Bb", "Cc", "Dd" "Ee" Ff, Gg, Hh flashcards and will be asked to recall their names, sounds and action. Play and sing 'abcd' song with students.</p> <p>https://youtu.be/7lh8MZshQSS</p> <p>We Are Learning to: Identify the letter li, its sound, action and its related vocabulary. Formation of li with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter 'li' sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking and writing skills.</p> <p>Introduction:</p> <p>Play letter l i vocabulary video:</p> <p>https://youtu.be/P56hZEhqFCw</p> <p>Sing along the song with students two or three times and reinforce letter 'li' vocabulary. Ask them to repeat the name of the letter. Ask them to repeat sound several times. Show small letter i. Ask letter name and its sound. Repeat letter sound again and again. Show capital letter 'I'. Tell students this is capital letter</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on</p> <p>Identifying the name, sound, action, vocabulary, and formation of small and capital letter "li".</p>	<p>Flash cards</p>	

I. write small and capital letter 'l i' side by side on the board and ask students to repeat small i / capital I

Guided practice:

Put one play dough on each table and encourage students to share it for letter activity. Demonstrate how to form letter 'li' (both capital and small) with play dough. Help each student to make letter 'li' with playdough. As the students are making letter li walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What letter is this?)

Focused Task: I is for inchworm:

Provide cutouts of leaves, coloured pompom, googly eyes and glue to all students. Help them to make inchworm with pompom with help of given image.

Ask students to open book page 28 and look at the capital and small letter li. Ask them to move their fingers on letter li. Read aloud the words starting with 'l i' and ask students to read after you with correct pronunciation. 'li' vocabulary words are: injury, internet, ill, indigo, infection, image, iguana, and igloo.

Wrap up: Show the vocabulary flashcard of letter 'li' and ask the names and their beginning sound.

Reflection :

20 mins

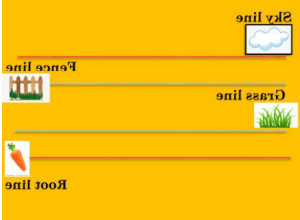
5 mins

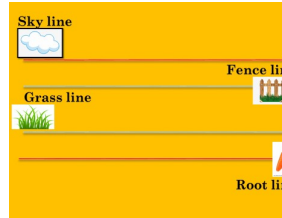
Play dough



green construction
paper, pompom,
googly eyes, glue
book page 28

Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary and formation of small letter i</p>	<p>Recap: Show the flashcard of letter 'i'. Ask which is capital I and which is small i?</p> <p>We Are Learning to: Identify the small letter i, its sound, action and its related vocabulary.</p> <p>What I am looking for: How well you identify the letter i sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking skills.</p> <p>Introduction:</p> <p>play jolly phonic song of letter i</p> <p>https://youtu.be/QqFTv9PZyk4</p> <p>Show flashcard of small letter i. Ask student the letter name and its sound. Explain that when we introduce our self we give our name and some details about ourselves. Next, ask students, 'What do you like and dislike?' Sing the poem 'If you're happy and you know it clap your hands. Ask students to repeat after you. Ask student to trace small letter 'i' in the air. Use the small letter i formation such as short line down, dot on top. Give ample opportunity to write small 'i' in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them small letter i is written between</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on</p> <p>Identifying the name, sound, action vocabulary, and formation of small letter "i".</p>	<p>Flash cards</p>

	<p>fence and grass line.</p> <p>Guided practice:</p> <p>Use alphabet flashcards or plastic letters (a-i) – enough for 2 or more groups of students. Mix all the letters up and put in a pile – one pile per group. Students race to put them into the correct order.</p> <p>Focused Task:</p> <p>Provide them worksheet in which they have to colour the ink pot and trace small letter 'i'.</p> <p>Wrap up: What is the beginning sound of injury and internet?</p> <p>Reflection :</p>	<p>20 mins</p> <p>5mins</p>		 <p>moveable alphabet</p> <p>worksheet</p>
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Language & Literacy		Class: Nursery		Title: Letter I i		Day: 3		Time:- 40 mins	
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources					
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary and formation of capital letter I</p>	<p>Recap: Teacher will show flashcards of letter 'i' and all vocabulary words.</p> <p>We Are Learning to: Identify the letter I i, its sound, action and its related vocabulary. Formation of letter I with a correct sequence of movement</p> <p>What I am looking for: How well you identify the capital letter I and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading skills.</p> <p>Introduction:</p> <p>Show the flashcard of capital letter 'I' ask letter name. Show the students the picture of the ladybird and talk about its appearance. Explain that there are many types of insects, but that they all have six legs and two antennae. Beetles, cockroaches, and ants are also insects. Ask students to write capital I in the air. Use the capital letter I formation such as long line down. Give ample opportunity to write capital I in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them capital letter I starts from sky line and ends on the grass line.</p> <p>Guided Practice: Sit with your students in a circle. Hold up a flashcard letter and say the letter (e.g. "I"). Pass it on to the next student who also says it and passes it on to the next student.</p>	5 mins	<p>Students will be assessed on</p> <p>Identifying the name, sound, action vocabulary and formation capital letter I</p>						
	10 mins								
	20 mins								

	<p>Focused task:</p> <p>Give students worksheet and ask them to colour igloo and trace capital I.</p> <p>Wrap up: What is the initial sound in ill and indigo?</p> <p>Reflection:</p> <p>Homework:</p> <p>Colour the capital I and trace the letter I.</p>	5 mins		<p>Worksheet of capital letter I</p> <p>Worksheet</p>
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Language & Literacy		Class: Nursery	Title: Letter l i	Day: 4	Time:- 40 mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action vocabulary and letter formation of capital and small letter "l i"</p>	<p>Recap: Show the flashcard of small letter 'i' and ask which letter is this? Ask sound. Show the flashcard of capital letter l ask its sound and vocabulary words.</p> <p>We Are Learning to: Identify the letter li its sound, action and its related vocabulary. Formation of capital and small letter li with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter li sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading and writing skills.</p> <p>Introduction:</p> <p>Write capital and small letter li in the air and ask students to observe and guess what you are writing. Encourage students to use small and capital l i words. Show letter li vocabulary words through ppt and ask students to revise all words. Encourage students to tell any other word start with l i which is not shown on ppt.</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on</p> <p>Identifying the name, sound, action vocabulary, and formation of capital and small letter "l i".</p>	<p>Flash cards</p> <p>ppt</p>	

	<p>Guided practice</p> <p>In groups of 5, place colour paints and water on each table. Provide each student with a blank sheet of paper. Ask students to dip their fingers into any colour paint of their choice and trace the letter li. While the teacher writes it on the board, students trace it on their sheets</p> <p>Place salt tray on a small stool. Invite students one by one to take turns and trace letter 'li' on salt with their index finger.</p> <p>Focused task:</p> <p>Ask students to open book page 29. Ask them to look at pictures and tell their names. Ask each word and its beginning sound one by one. Tell students that beginning sound of these words is missing. Write beginning sound to complete these words. Help them to trace and write 'li' given at the bottom of the page.</p> <p>Wrap up: What is the initial sound in infection and image?</p> <p>Reflection :</p>	20 mins		<p>paints, water</p> <p>blank sheet</p> <p>Salt Tray</p> <p>Book page 29i</p>
		5 mins		

Language & Literacy		Class: Nursery		Title: Letter I i		Day: 5		Time:- 40 mins	
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources					
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary and formation of small and capital letter "I i".</p>	<p>Recap: Show the flashcard of small letter 'i' and ask which letter is this? Ask sound. Show the flashcard of capital letter I. Recall all vocabulary through flashcards.</p> <p>We Are Learning to: Identify the letter I i, its sound, action and its related vocabulary. Formation of small and capital I i with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter I i sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading and writing skills.</p> <p>Introduction:</p> <p>Organize sand letter prior to tracing letter 'li' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2, 3 times. After this tell students we have done nine letters now we can make three letter words with these letters. Write d i d, b i b, b i g, h i d, l i d, on board and ask students tell the sounds of letters and try to make words. Repeat the words again and again with students.</p>	<p>3 mins</p> <p>5mins</p>	<p>Students will be assessed on</p> <p>Identifying the name, sound, action, vocabulary, and formation of small and capital letter "I i".</p>	<p>Flash cards</p> <p>Sand letter</p>					

	<p>Guided practice:</p> <p>Students love writing on board. After teaching letter give chalk/marker to a student and ask him/her to write the letter onto the board as large as they can. Try to involve whole class.</p> <p>Focused Task:</p> <p>Ask students to open their copies. Write letter 'li on copy. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: what is initial sound of iguana and igloo?</p> <p>Reflection :</p> <p>Homework: Write letter 'l i on copy. Write 'bib, big, did, hid' at the end.</p>	<p>30 mins</p> <p>2 mins</p>		<p>chalks/markers</p> <p>copy work</p>
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