Language & Lite	racy Class: Nursery Title: Letter Jj Day: I			Time:- 40 mins
Learning	Activity Plan/Methodology	Time	Assessment of	Resources
Outcomes			Learning	
	Recap: Students will be shown letters "Aa" "Bb", "Cc", "Dd", "Ee", "Ff" "Gg" "Hh"	5 mins		
Upon the completion of this	and "li," flashcards and will be asked to recall their names, sounds and actions. Play and sing `abcd' song with students.			Flash cards
lesson, Students	https://youtu.be/7lh8MZshGSs			
will be able to:	We Are Learning to: Identify the letter Jj, its sound, action and its related vocabulary. Formation of Jj with a correct sequence of movement		Students will be	
ldentify the name, sound,	What I am looking for: How well you identify the letter 'Jj' sound, action and its vocabulary.	assessed on Identifying the		
action, vocabulary and	Gained skill: This will help us to improve our listening, speaking and writing skills.		name, sound, action vocabulary and formation of small and	
formation of 'Jj'	Introduction:			
	Play letter Jj vocabulary video:			
	https://youtu.be/6KXX6fCKWes	IO mins capital letter "Jj".		
	Sing along the song with students two or three times and reinforce letter 'Jj'			
	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 'J'. Tell students this is capital letter J. write small and capital letter 'Jj'' side by side on the board and ask students to			

repeat small j / capital J. Ask the following questions. What do you have for		
breakfast? Expected response will be, jam, bread, egg, butter, milk, and juice. How many of you like having juice and jam? Do you know what they are made of? Expected answer: fruit.		
Guided practice:		
Put one play dough on each table and encourage students to share it for letter activity. Demonstrate how to form letter 'Jj' (both capital and small) with play dough. Help each student to make letter 'Jj' with playdough. As the students are making letter Jj walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What letter is this?	20 mins	Play dough
Focused Task: J is for Jelly:		
You can send a note to parents to send students in jeans for the Jelly Party. You can ask parents to volunteer to make the jelly. Place the spoons, plates on tables. Ask some students to help you to serve the jelly to all class.		Jelly, plates, spoons
Ask students to open book page 30 and look at the capital and small letter Jj. Ask them to move their fingers on letter Jj. Read aloud the words starting with Jj' and ask students to read after you with correct pronunciation. 'Jj' vocabulary words are: jump, jar, jaw, jigsaw, jelly beans, jog, joy, jelly.		book page 30
Wrap up: Show the vocabulary flashcard of letter ' Jj' and ask the names and their beginning sound.	5 mins	
Reflection:		

Language & L	Language & Literacy Class: Nursery Title: Letter Jj Day: 2 Time:- 40 mins				
Learning	Activity Plan/Methodology	Time	Assessment of	Resources	
Outcomes			Learning		
Upon the	Recap: Show the flashcard of letter 'Jj'. Ask which is capital J and which is small j?	5 mins		Flash cards	
completion of this lesson, Students will be able to:	We Are Learning to: Identify the small letter j, its sound, action and its related vocabulary.				
will be able to.	What I am looking for: How well you identify the letter j sound, action and its vocabulary.		Students will be		
ldentify the	Gained skill: This will help us to improve our listening, speaking skills.		assessed on		
name, sound, action,	Introduction:		Identifying the name, sound, action		
vocabulary and formation of	play jolly phonic song of letter j.		vocabulary, and		
small letter j	https://youtu.be/-b9asCO1Uxk	10 mins	formation of small letter "j".		
	Show flashcard of small letter g . Ask student the letter name and its sound. Show flashcard of jump, jar, jaw, jigsaw, jelly beans, jog, joy, jelly. Ask students to tell the names. Ask the beginning sound of each words. Students				
	sit in a large group. Discuss and show the picture of the jungle and show				
	flash cards of animals. You can ask them the following questions: a. What				
	is the picture about? b. Do you know what a jungle is? c. What can we see in the jungle? d. Name some animals that live in the jungle?				
	Ask student to trace small letter 'j' in the air. Use the small letter j				

formation such as fish hook down, dot on top. Give ample opportunity to write small j in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them small letter j is started from fence line and goes to the root line. Cuided practice: Provide students mini white boards and markers. Ask them to write small 'j' on board. Provide each student with the small booklets and write 'My J for Jungle book' on it. Ask students to draw their favourite jungle animals, and colour it (one on each page). Students can then discuss their favourite animals with the whole class.	20 mins	Mini poards' warkers Swall pooklets
Focused Task: Provide them worksheet in which they have to colour the objects start with j and trace small letter 'j'. Wrap up: What is the beginning sound of jog and job? Reflection:	5 mins	Worksheet

Language & Liter	acy Class: Nursery Title: Letter Jj Day: 3		Time:- 4() mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the name, sound, action, vocabulary and formation of capital letter J	Recap: Teacher will show flashcards of letter 'j' and all vocabulary words We Are Learning to: Identify the letter Jj, its sound, action and its related vocabulary Formation of letter J with a correct sequence of movement What I am looking for: How well you identify the capital letter J and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading skills. Introduction: Show the students the picture of the jellyfish. Can they suggest why this creature is called a jellyfish? Explain that it is because their bodies are soft, like jelly. Also point out that some of them have tentacles that sting and should be avoided. Has any student ever seen a jellyfish?	5 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation capital letter J	flashcards
	Show the flashcard of capital letter 'J' ask letter name. Invite students whose name begins with letter J to come to the front of the class. Next ask their names and write on board and tell them that all written names begin with capital letter and the other items begin with small letters. Ask students to write capital J in the air. Use the capital letter J formation such as fish			

for tell Gu In ob the	ook. Give ample opportunity to write capital J in air before tracing. Draw our lines and tell students about the names of lines as shown in the picture all them capital letter J is started from sky line and goes to the grass line. In the properties of the grass line are group time, ask students to sit in a circle. Pass around a bag filled with a pjects/pictures of things beginning with the letter j (one for each child). As the bag passes around the circle, each student takes out one object from the ag, names it, and says one thing about it. The teacher helps students if peeded.	20 mins	Fence line Grass line Root line Bag of flash cards/ ob jects
Gi. W	ocused task: iive students worksheet and ask them to colour Jet and trace capital J. Vrap up: What is the initial sound in joker and jump? eflection:	5 mins	Worksheet of capital letter J
	onework:		Worksheet

Language & Li	teracy Class: Nursery Title: Letter Jj Day: 4		Time:- ^l	+O mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap: Show the flashcard of small letter 'j' and ask which letter is this? Ask sound. Show the flashcard of capital letter J ask its sound and vocabulary words. We Are Learning to: Identify the letter Jj, its sound, action and its related vocabulary. Formation of capital and small letter Jj with a correct sequence of movement	5 mins		Flash cards
Identify the name, sound, action vocabulary and letter formation of capital and small letter "Jj"	What I am looking for: How well you identify the letter Jj sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading and writing skills. Introduction: Write capital and small letter Jj in the air and ask students to observe and guess what you are writing. Encourage students to use small and capital Jj words. Show letter Jj vocabulary words through ppt and ask students to revise all words. Encourage students to tell any other word start with Jj which is not shown on ppt. Guided practice	10 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation of capital and small letter "Jj".	
	Students will be divided into groups and will be asked to find letter j as many as they can from the basket among all other letters and paste them on a big j shaped	20mins		Letter j flashcard

cut out.		
Place salt tray on a small stool. Invite students one by one to take turns and trace letter Jj on salt with their index finger. Focused task:		Salt Tray
Ask students to open book page 31. 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 'Jj' given at the bottom of the page. Wrap up: What is the initial sound in joggers and jeep? Reflection:	5 mins	Book page 31

Language & Li	teracy Class: Nursery Title: Letter Jj	Day: !	5	Time:- 40 mins
Learning Outcomes	Activity Plan/Methodology Recap: Show the flashcard of small letter 'j' and ask which letter is this?	Time 3 mins	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Ask sound. Show the flashcard of capital letter J. Recall all vocabulary through flashcards. We Are Learning to: Identify the letter Jj its sound, action and its related vocabulary. Formation of small and capital Jj with a correct sequence of movement	l	Students will be	Flash cards
Identify the name, sound, action, vocabulary and formation of small and capital letter "Jj".	What I am looking for: How well you identify the letter Jj sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading and writing skills. Introduction: Organize sand letter prior to tracing letter' Jj 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 seven letters today we will revise previous three letter words. Ask them tell the words which we already have done in previous classes. Responses should be written on board. Repeat the words again and again with students. cab, dad, fed, bad, bib, did, big, bid, hid, had,	3 5mins	Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of small and capital letter "Jj".	Sand letter

Guided practice:		
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.	30 mins	chalks/markers
Focused Task:		
Ask students to open their copies. Write letter 'Jj' on copy. Give them a set amount of time to complete the task and monitor their progress.		copy work
Wrap up: what is initial sound of jelly beans, jigsaw.	2 mins	
Reflection:		
Homework:		
Write letter 'Jj on copy.		