
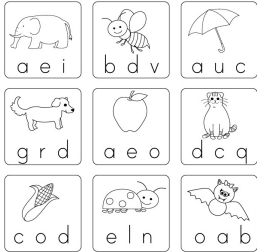






























Language & Literacy	Title: I Can Write	Day: 1	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology		Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Revise the alphabet Aa-Zz</p>	<p>Recap:Students will be to read aloud letters Aa-Zz. Ask students clap along or pat their laps as they read aloud.</p> <p>We Are Learning to:Identify letters Aa -Zz their sounds, vocabulary and formation.</p> <p>What I am looking for: How well you identify the letter, their sound vocabulary and formation.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction:Show students different pictures through ppt and ask their names. Encourage students to recognize the sound of first letter and come on the board to write the letter. Ask students to write capital and small letters in the air.</p> <p>Write capital and small letters randomly on board. Invite students one by one to come and match capital letter with its small letter.</p> <p>Guided practice:Hide picture flashcards in class. Paste letter flashcards on the board. Explain that you have lost the A-Z picture flash cards and ask them to find them for you. Ask each student to find one or more cards, or to work in pairs, depending on the size of the class. Once all the cards have collected, work through the alphabet asking: Who has d for doughnut? Point to the Dd on the board as the child brings you the correct card and repeats the sound. Continue until the students have brought you all the cards and you have completed the A-Z picture flashcard. Thank the children for finding the flashcards.</p> <p>Focused Task: Ask students to open book page. ... Ask students to say the name of each picture, tell its beginning sound and write first letter of each word both capital and small. Encourage them to write letters in correct formation.</p> <p>Wrap up: Reinforce letters Aa-Zz through ppt.</p> <p>Reflection :</p> <p>Homework: Paste pictures on copy and ask students to write the beginning letter of each picture.</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying alphabet Aa-Zz</p>	<p>Flash cards</p> <p>Ppt</p> <p>copy work</p>

Language & Literacy		Title: Initial Sound	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>Revise the initial sound</p>	<p>Recap:Students will be to read aloud letters Aa-Zz.</p> <p>We Are Learning to: Identfyinitial sound of each picture.</p> <p>What I am looking for: How well you identify the picture and it initial sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction:Tell students the initial sound is the first or beginning sound that you can hear when you say any word. E.g., the initial sound in monkey is 'm' sound.Use different toys and ask their names. Encourage students to recognize the initial sound of each toy. Show the picture of igloo and write c and i on the board. Ask them to come and circle the correct initial sound of igloo. Show the flashcard of bed and ask to say the word and tell what the initial sound in bed is? Repeat the practice of initial sound with different pictures.</p> <p>Guided practice:provide students playdough and tell them that you are going to show some pictures.Tell the name of picture. Help students to listen carefully and make a letter of the heard initial sound with playdough.</p> <p>Focused Task: Ask students to open book page... Ask students to say the name of each picture, tell its beginning sound and circle the correct letter.</p> <p>Wrap up: Reinforce initial sound with different pictures.</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 Identifying initial sound</p>	<p>Flash cards</p> <p>Play dough</p> <p>book page</p>

Language & Literacy	Title: Middle Sound	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>Revise the middle sound</p>	<p>Recap: write different words on board and ask students to recognize their initial sound.</p> <p>We Are Learning to: Identify and write middle sound of each picture.</p> <p>What I am looking for: How well you identify the picture and its middle sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Tell students the middle sound is the sound that you hear in the middle of the word. We will be learning to identify middle sound in CVC words. CVC words are consonant-vowel-consonant so we have to identify the vowel to learn the middle sound. Ask students you have learnt vowels in previous class. Repeat that a, e, i, o, u are the vowels. Write vowels on the board and draw a cat. Write c---t on the board. Say the word and ask students to tell the correct middle sound of cat.</p> <p>Guided practice: Make clip cards of CVC words as shown in the picture. Invite students one by one and ask to pick one card. Say the picture name and clip the correct beginning sound with peg.</p> <p>Note: Make as many cards for practicing middle sound.</p> <p>Focused Task: Ask students to open book page... Ask students to say the name of each picture and write the middle sound of each word.</p> <p>Wrap up: Reinforce middle sound with different CVC words.</p> <p>Reflection :</p> <p>Homework: do the worksheet.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying middle sound</p>	<p>Flash cards</p>  <p>book page</p>  <p>Circle the correct beginning sound of each image.</p> <table border="1"> <tr> <td> a e i</td> <td> b d v</td> <td> a u c</td> </tr> <tr> <td> g r d</td> <td> a e o</td> <td> d c q</td> </tr> <tr> <td> c o d</td> <td> e l n</td> <td> o a b</td> </tr> </table>	 a e i	 b d v	 a u c	 g r d	 a e o	 d c q	 c o d	 e l n	 o a b
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Language & Literacy		Title: Ending Sound	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 ending sound</p>	<p>Recap: Write different CVC words on board and ask students to recognize initial and middle sound.</p> <p>We Are Learning to: Identify and write ending sound of each picture.</p> <p>What I am looking for: How well you identify the picture and its ending sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Tell students the ending sound is the sound that you hear in the end of the word. Display the vocabulary card or object of a car (toy car) and have the class say the word aloud with you ("car"). Then say the word again, this time emphasizing the ending sound using a movement (e.g. pumping your fist down) as you say the /r/ sound at the end. Repeat this time having the students repeat after you chorally and matching your movements at the ending sound. Explain that you just found the ending sound in the word car /r/, which is the letter R (point to the letter on a classroom alphabet chart). Tell the class that today they will practice listening for and saying and writing the ending sounds in words. Display the classroom alphabet chart and model how to find the matching ending sound in the word after you said it aloud. Write the word 'car' on the board and then circle the R and point to the R on the alphabet chart. Model how to use the word in a sentence: "I can drive a car." Repeat this process with the group using a second word, such as "bus, cap, rat"</p> <p>Guided practice: Place magnet letter on table. Show picture flashcard say its name like cap. Ask students to repeat again and focus on ending sound. Write ca on board and ask students to find its correspondence letter and place on the board. Say the word loudly.</p> <p>Describe that now you will work with a partner to identify the ending sound in a word and the corresponding letter. Pair students together and provide each pair with a set of the vocabulary cards. Have students use their alphabet placemats as support to identify the ending sound/letter in each word. As time allows, have students use the words in a sentence.</p> <p>Focused Task: Ask students to open book page... Ask students to say the name of each picture and tell which ending sound they heard. Ask them to write the ending sound.</p> <p>Wrap up: Reinforce ending sound with different CVC words.</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 Identifying the ending sound</p>	<p>Flash cards</p> <p>book page</p>	

Language & Literacy	Title: Revision	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>Revise the initial, middle and ending sound</p>	<p>Recap:write different words on board and ask students to recognize their initial middle and ending sound.</p> <p>We Are Learning to: Identify and write initial, middle and ending sound of each picture.</p> <p>What I am looking for: How well you identify the picture and its initial, middle and ending sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction:tell students we have done with initial, middle and ending sound of words. Today we are going to practice these sounds again. Write few words on the board e.g. apple, bag, crown and big. Ask students to come and circle the words beginning with 'b' .Practice with different words for middle and ending sound of words.</p> <p>Guided practice: Tell students for the beginning sounds you will stand up and for the ending sounds, you will turn around. Now let's practice listen for the /m/ sound. Say /man/ - demonstrate by standing up, have the students stand up too. Next, say the word /Pam/ - demonstrate by turning around, have the students turn around also. Practice several times if the students are having difficulty. Ask the students, "Where do you hear the / /?" Then say a word aloud and have students give the appropriate signal if the sound is at the beginning or end of the word. After you have reviewed several sets of words, introduce a signal for the middle sound. Now we are going to learn a new signal for the middle sound or vowel in the words. We are now going to clap hands when we hear the middle sound. "Where do you hear the /a/ sound? Say /man/- demonstrate by clapping hands, have the students clap hands too. Practice several times with just the middle sound and then start to add in some beginning and ending sounds.</p> <p>Focused Task: provide students worksheet. Ask them to say the name of each picture and write its initial/beginning sound. (Note: teacher can do copy making for this work a day before)</p> <p>.Wrap up: Reinforce initial, middle and ending sound with different CVC words.</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifyinginitial , middle and ending sound</p>	<p>Flash cards</p> 

Reflection :

Homework: Do the worksheet on copy. (Note: teacher can do copy making for this work a day before)