Language & Lite	eracy Class: Nursery Title: Letter Pp	Day: I	Time:-	40 mins
_earning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: dentify the name, sound, action, vocabulary and formation of ` Pp '	 Recap: Students will be shown letters "Aa" "Bb", "Cc", "Dd", "Ee", "Ff", "Gg", "Hh", "li", "Jj", "Kk," "Ll", "Mm", "Nn," and "Oo" flashcards and will be asked to recall their names, sounds and actions. Play and sing 'abcd' song with students. https://youtu.be/7lh8MZshGSs We Are Learning to: Identify the letter Pp, its sound, action and its related vocabulary. Formation of Pp with a correct sequence of movement What I am looking for: How well you identify the letter 'Pp' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Play letter Pp vocabulary video: https://youtu.be/iTfPTkd=T3U Sing along the song with students two or three times and reinforce letter 'Pp' vocabulary. Ask them to repeat the name of the letter. Ask them to repeat sound several times. Show small letter p. Ask letter name and its sound. Repeat letter sound again and again. Show capital letter 'Pp' side by side on the board and ask 		Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of small and capital letter " Pp ".	Flash cards

students to repeat small p / capital P .			
staticities to report strutte p / capital r .			
Guided practice Put one play dough on each	table and encourage students to share		
it for letter activity. Demonstrate how to form	n letter ' Pp ' (both capital and small)	20	
with play dough. Help each child to make let	er 'Pp' with playdough. As the	20 mins	Play dough
students are making letter Pp walk around, r	nonitor and offer lots of		Paper plate, coloured
encouragement. Ask everyone questions (e.g. V	Vhat letter is this?		sheets(red, yellow,
			green, black),
Focused Task: P is for pizza:			paints(red,
Provide paper plate, red and yellow water col	5 1 1		' yellow),paint brush,
capsicum) yellow paper strips, black paper smo			glue
Help students to paint paper plate with yellow	-		
inner part of paper plate with red colour. Th black circles on it to make a pizza.	en paste the green, yellow strips and		
black circles on th to make a pizza.			
Ask students to open book page 44 and look a			
Ask them to move their fingers on letter \mathbf{Pp}' .	5		
'Pp' and ask students to read after you with words are: pan, paper, plant, paint, pizza, pi			
Wrap up: Show the vocabulary flashcard of			
their beginning sound.			book page 44
		5 mins	
Reflection:			

Language & L	B: Literacy Class: Nursery Title: Letter Pp Day: 2			ne:- 40 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,	 Recap: Show the flashcard of letter 'Pp'. Ask which is capital P and which is small p? We Are Learning to: Identify the small letter p, its sound, action and its related vocabulary. What I am looking for: How well you identify the letter p sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking skills. Introduction: 	5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of small letter " p ".	Flash cards/ppt
action, vocabulary and formation of small letter p	play jolly phonics song https://youtu.be/pKyDl21urql Show flashcard of small letter p. Ask students the letter name and its sound. Show flashcard of pan, paper, plant, paint, pizza, pin, pencil, potato. Ask students to tell the names. Ask the beginning sound of each word. Ask students to trace small letter 'p' in the air. Use the small letter p formation such as long line below, circle to the right. Give ample opportunity to write small p in air before tracing. Draw four lines and tell students about	10 mins		Sky line Grass line Ro Ro

the names of lines as shown in the picture tell them small letter p is written between grass and root line. Guided practice Provide students mini white board and markers. Ask them to write small 'p' on board. Put letter flashcard or objects a-p. Ask students to sit in circle and one by one take one thing out from bag and tell its name or beginning sound. Add more pictures and objects of letter p e.g., penguin, pen, pear, panda, pink colour, purple colour etc	20 mins	Mini white boards marker Cloth bag, Picture flashcard or real objects
Focused Task: Provide them worksheet in which they have to colour the pineapple and trace small letter 'p'. Wrap up: What is the beginning sound of paper and pan? Reflection :	5 mins	Worksheet

Language & Liter	racy Class: Nursery Title: Letter Pp Day: 3		Time:- 40 mins		
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify name, the sound, action, vocabulary and formation of capital letter P	Recap: Teacher will show flashcards of letter 'p' and all vocabulary words We Are Learning to: identify the letter Pp, its sound, action and its related vocabulary. Formation of letter P with a correct sequence of movement What I am looking for: how well you identify the capital letter P and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading skills. Introduction: Show the flashcard of capital letter 'P' so all students can see it. Repeat the letter 3 to 5 times. Then ask each student individually to say the letter. Ask students to write capital P in the air. Use the capital letter P formation such as long line down up, circle to the right. Give ample opportunity to write capital P in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them capital letter P starts from sky line and end on the grass line.	5 mins 10 mins	Students will be assessed on Identifying the name, sound, vocabulary, action and formation capital letter P	flashcards	
	Guided Practice Make 2 chits. Write play outside in play area on one and play with teapot and tea cups on another chit. Hide these 2 chits and some empty chits in class. Tell	20 mins		Paper chits Teapot and tea cups	

students to find a chit in which written about what to play. The play written on first chit will be played.		toy
Focused task: Give students worksheet and ask them to colour penguin and trace capital P. Wrap up: What is the initial sound in paint and plant Reflection:	5 mins	capital letter P worksheet
Homework:		
Cut and paste a picture of pear an trace letter P.		

Language & Li	iteracy Class: Nursery Title: Letter Pp Day: 4		Time: - 1	40 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 letter formation of Pp	 Recap: Show the flashcard of small letter 'p' and ask which letter is this? Ask sound. Show the flashcard of capital letter P ask its sound and vocabulary words. We Are Learning to: Identify the letter Pp, its sound, action and its related vocabulary. Formation of capital and small letter Pp with a correct sequence of movement What I am looking for: How well you identify the letter Pp 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 Pp in the air and ask students to observe and guess what you are writing. Encourage students to use small and capital Pp words. Show letter Pp vocabulary words through ppt and ask students to revise all words. Encourage students to tell any other word start with Pp which is not shown on ppt. show the flashcard of parrot and talk about them. Tell them parrots are pet animals. 	5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of capital and small letter "Pp" .	Flash cards

Guided practice		
Place the alphabet letter cards a-p, face-up, on the floor. Students sit in a circle around the cards. Tell everyone to hold up their hands. The teacher then says a letter and the students must race to touch that letter first. The person who touches the letter first picks up the card and keeps it. At the end of the game, the student with the most letter cards is the winner.	20 mins	Alphabets letter cards (a-p)
Place salt tray on a small stool. Invite students one by one to take turns and trace letter Pp on salt with their index finger.		
Focused task:		
Ask students to open book page 45. 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 ' Pp ' given at the bottom of the page.		Salt Tray
Wrap up: What is the initial sound in pencil and potato?		Book page 45
Reflection:	5 mins	

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Upon the completion of this lesson, Students will be able to: dentify the name, sound, action, vocabulary and formation of `Pp '	 Recap: Show the flashcard of small letter 'p' and ask which letter is thi Ask sound. Show the flashcard of capital letter 'P'. Recall all vocabular through flashcards. We Are Learning to: Identify the letter Pp, its sound, action and its related vocabulary. Formation of small and capital Pp with a correct sequence of movement What I am looking for: How well you identify the letter Pp sound, ar and its vocabulary. Gained skill: This will help us to improve our listening, speaking, rea and writing skills. Introduction: Organize sand letter prior to tracing letter' Pp' on the copy. Demonstration to trace the letter using the index and the middle finger. Ask there trace it 2, 3 times. After this tell students we have done sixteen letters 	ry ction uding ate r to	Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of small and capital letter "Pp" .	Flash cards
	we can make three letter words with these letters. Write a, b, c, d			Sand letter

 e, f,e, d, a, g, h, a,d , k, i, d, p,i, n, p,a, n on board and ask students tell the sounds of letters and try to make words. Repeat the words again and again with students. Guided practice: Kids 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 'Pp' on copy. Give them a set amount of time to complete the task and monitor their progress. Wrap up: what is initial sound of pin and pizza? Reflection: Homework: Write letter 'Pp on copy. Write 'pin' 'pan' peg, pod at the end.	2 mins	Copy work