

Language & Literacy		Title: Sentence making	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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Recap:Students will be asked to read the words, this, that, is, am, are, these, those from flashcards</p> <p>We Are Learning to: Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>What I am looking for:How well you Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:</p> <p>Write the word "Sentence" on board and read it aloud. Ask students to do it with you. Do you know what a sentence is? Write "Ali reading" on board and ask what does it mean Ali reading. What is Ali reading? Does it gives us complete information? What Ali is doing? No! 'Ali is reading a book. Is it a complete sentence? Yes. A sentence is a group of words that express a complete thought/ sense. A simple sentence contains both a subject noun and action word. When writing a sentence these are important things to remember capital letters, finger space and full stop.</p> <p>Guided practice: Write a sentence on a sentence strip, then cut the words apart and place the cards in the wrong order on a table. Have students rearrange the cards to build the sentence correctly. It's a great opportunity to discuss clues like capitalization and punctuation.</p> <p>Focused Task:Ask students to open their books page no ___91. Look at the first picture what is it? There are some words written with it" the, big, slowly". Is it a complete sentence? Let's make it complete. The big turtle is moving slowly/The big turtle walks slowly. Encourage students to make the second sentence independently. Recall them not to forget three important steps of sentence making.</p> <p>Wrap up:Write the jumble words on board and ask the students to make a sentence.</p> <p>Reflection :</p> <p>Homework: Do book page no 90.</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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Flash cards</p> <p>Words strips</p> <p>Book page no ___91</p> <p>Book page no ___90</p>

Language & Literacy		Title: Sentence making	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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Recap:Students will be asked to read the words, this, that, is, am, are, these, those from flashcards</p> <p>We Are Learning to: Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>What I am looking for: How well you identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:</p> <p>Ask students which three steps are important to make a sentence. Recall a sentence always start with capital letter. There should be two finger space in each word, a simple sentence end with a full stop. Show the flashcard of full stop and explain that we put a full stop to tell that sentence is complete. Write a sentence on board "fatimaiseatingmeal". Ask can you read? No, because there is no space between the words. Write the sentence again with one finger space between each word and talk about capital letter and full stop.</p> <p>Guided practice: Divide the students into group of four. Write jumble words on board. Ask the students choose the words and make a sentence on board by using capitalization, finger space and full stop with mutual discussion. Ask the students check your sentence carefully. Then ask the other groups check the sentence and tell the mistake if any. Repeat this activity with all groups with different words.</p> <p>Focused Task:Ask students to open their book page no ___94. Ask the students read the sentences and circle the capital letter and full stop. Then ask the students complete the sentences given below with describing words. Provide ample time and opportunities to the students to complete the work.</p> <p>Wrap up:Write the jumble words on board and ask the students to make a sentence.</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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Flash cards</p> <p>Words strips</p> <p>Book page no ___94</p>

Language & Literacy		Title: Sentence making	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>Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Recap:Students will be asked to read the words, this, that, is, am, are, these, those from flashcards</p> <p>We Are Learning to: Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>What I am looking for: How well you identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:</p> <p>Ask students which three steps are important to make a sentence. Recall a sentence always start with capital letter. There should be two finger space in each word, a simple sentence end with a full stop. Display any picture on your whiteboard. Invite students to tell you something about the picture and write the sentences down, thinking aloud as you do so to point out starting with a capital, leaving spaces, using punctuation, and rereading. Have them read your sentences.</p> <p>Guided practice: Place numbered magazine pictures at a center and have students write the number of the picture they chose and write a sentence for it. Share by asking students to read the sentences for picture. Divide the class into four groups give each group different pictures.Ask them to discuss in their group and write multiple sentences using them.The group with the maximum number of correct sentences will win.</p> <p>Focused Task:Ask students to open their book page no __92. Ask the students look at the picture and tell what is happening in the picture. After listening them ask the students write five words in clouds. Help them to find the words like boys, water, plants, garden, giving. Ask the students use these words and write two sentences by using these words.Provide ample time and opportunities to the students to complete the work.</p> <p>Wrap up:Show them the picture of cat and ask the tell some lines about it..</p> <p>Reflection :</p> <p>Homework: Do book page no 93.</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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Flash cards</p> <p>Pictures flashcards</p> <p>Book page no __92</p> <p>Book page no 93</p>

Language & Literacy		Title: Sentence making	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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Recap:Students will be asked to read the words, this, that, is, am, are, these, those from flashcards</p> <p>We Are Learning to: Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>What I am looking for: How well you identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:The picture description starts with describing pictures with related words, then sorting those words into sentences. The first step is describing the picture. Show students the picture and ask them to verbally identify what they see in the picture. As students call out words, label them. For example, in a picture of a classroom, students might identify a clock, flag, globe, chalk board, teacher, students, and books. The next step involves sorting. Read and review the words as a class. When the sorting activity has finished, ask students to compose written sentences about the picture using the vocabulary generated. For example, The teacher is in the class. She is writing on board with chalk. There is a globe, flag and clock in the class.</p> <p>Guided practice: Paste the picture on board and ask the students tell what is happening in the picture. Ask them share their thoughts one by one. After their answers ask them tell the words which are used in this picture make a list of the words on board. Then tell the students one by one write one sentence on board by using the words. When students are writing on board check them are the used the capital letters and full stop.</p> <p>Focused Task:Ask students to open their book page no ___95. Ask the students look at the picture and tell what is happening in the picture. Ask the students read the given words and use them in sentences. Write the sentences with correct capitalization, finger space and full stop. Provide ample time and opportunities to the students to complete the work.</p> <p>Wrap up:Show them the picture of garden and ask the tell some lines about it..</p> <p>Reflection :</p>			5 mins	<p>Students will be assessed on</p> <p>Identifying and properly use of capital letter, finger spacing and full stop in sentence making.</p>	Flash cards
		10 mins		Pictures flashcards		
		20 mins		Book page no ___95		
			5 mins			

Language & Literacy		Title: Sentence making	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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Recap:Students will be asked to read the words, this, that, is, am, are, these, those from flashcards</p> <p>We Are Learning to: Identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>What I am looking for: How well you identify and properly use of capital letter, finger spacing and full stop in sentence making.</p> <p>Gained skill: This will help us to improve our reading and writing skills.</p> <p>Introduction:The picture description starts with describing pictures with related words, then sorting those words into sentences. The first step is describing the picture. Show students the picture and ask them to verbally identify what they see in the picture. As students call out words, label them. For example, in a picture of a classroom, students might identify a clock, flag, globe, chalk board, teacher, students, and books. The next step involves sorting. Read and review the words as a class. When the sorting activity has finished, ask students to compose written sentences about the picture using the vocabulary generated. For example, The teacher is in the class. She is writing on board with chalk. There is a globe, flag and clock in the class.</p> <p>Guided practice: Divide the class into 5 groups. Take five fruits in the class and disturbed them in five groups. Give each group one A4 size sheet. Ask them at first draw the fruit and then colour it. After that ask them write five lines about the fruit. Teacher will write some common words which are used for fruits on board such as name, shape, colour, size, taste, healthy like.</p> <p>Focused Task:Ask students to open their book page no ___96. Ask the students describe your car while using the given words. Write the sentences with correct capitalization, finger space and full stop. Provide ample time and opportunities to the students to complete the work.</p> <p>Wrap up:Show them the picture of garden and ask the tell some lines about it..</p> <p>Reflection :</p> <p>Homework:Write three lines about your best friend\toy\cartoon on your copies.</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 and properly use of capital letter, finger spacing and full stop in sentence making.</p>	<p>Flash cards</p> <p>Pictures flashcards</p> <p>Book page no ___96</p> <p>Copy work</p>