Language & Lite	racy Class: Nursery Title: Letter "Ww"	Day: I	Time:- 4	0 mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap: Students will be shown letters "Aa" "Bb", "Cc", "Dd", "Ee", "Ff", "Gg", "Hh", "li", "Jj", "Kk," "Ll", "Mm", "Nn", "Oo", "Pp," "Qq,", "Rr", "Ss", "Tt", "Uu" and "Vv", flashcards and will be asked to recall their names, sounds and actions. Play and sing 'abcd' song with studentshttps://youtu.be/7lh8M7shGSs We Are Learning to: Identify the letter "Ww" its sound, action and its related vocabulary. Formation of "Ww" with a correct sequence of movement	5 mins	Students will	Flash cards
Identify the name, sound, action, vocabulary and formation of "Ww"	What I am looking for: How well you identify the letter "Ww" sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Play letter "Ww" vocabulary video https://youtu.be/yZjEtwr8Q4-0 Sing along the song with students two or three times and reinforce letter "Ww" vocabulary. Ask them to repeat the name of the letter. Ask them to repeat sound several times. Show small letter w. Ask letter name and its sound. Repeat letter sound again and again. What's so important about water?" We discussed how our bodies are made of a lot of water. If we want to be healthy, we need to drink a lot of water. We talked about how all living things need water in order to keep living. Show capital letter "W". Tell students this is capital letter W. write small and capital letter "Ww" side by side on the board and ask students to repeat small w/	10 mins	be assessed on Identifying the name, sound, action, vocabulary, and formation of small and capital letter "Ww"	

capital W .		
Guided practice:		
Put one play dough on each table and encourage students to share it for letter activity. Demonstrate how to form letter "Ww" (both capital and small) with play dough. Help each student to make letter "Ww" with playdough. As the students are making letter "Ww" walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What letter is this?	20 mins	Play dough Paper plate, blue
Focused Task: W is for whale		paint, paint brush,
Tell students today we are going to make whale. Talk with them about whales. Where it lives. Tell them Blue Whale is the world's largest animal. Provide them a paper plate, cut it as shown in picture, blue paint, paint brush, googly eyes' cutout of tail and water. Ask the students colour the paper plate blue. Use the big part of paper plate as a body, paste the googly eyes and help them to paste the cutouts according to picture. Ask students to open book page 60 and look at the capital and small letter "Ww". Ask them to move their fingers on letter "Ww". Read aloud the words starting with "Ww" and ask students to read after you with correct pronunciation "Ww" vocabulary words are water, wolf, wood, walk, wings, wall, worm, witch.	5 mins	Googly eyes, glue, blue construction sheet book page 60
Wrap up: Show the vocabulary flashcard of letter "Ww" and ask the names and their beginning sound.		
Reflection:		

Language & L	iteracy Class: Nursery Title: Letter "Ww" Day: 2		Time:- 4	0 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 letter "Ww". Ask which is capital W? And which is small w? We Are Learning to: Identify the small letter w, its sound, action and its related vocabulary. What I am looking for: How well you identify the letter w sound, action and its vocabulary.	5 mins	Students will be	Flash cards
Identified the name, sound, action, vocabulary and formation of small letter w	Cained skill: This will help us to improve our listening, speaking skills. Introduction: Play jolly phonic song of letter w. https://youtu.be/zwupro4AVsY Show flashcard of small letter w. Ask students the letter name and its sound. Show flashcard of water, wolf, wood, walk, wings, wall, worm, witch. Ask students to tell the names. Ask the beginning sound of each words. Show the students the watches and talk about how watches are used to tell the time. Revise the terms for the face and hands of the watch and the fact that the minute hand is longer than the hour hand, and that it moves more quickly. Ask student to trace small letter 'w' in the air. Use the small letter w formation such as diagonal down, diagonal up, diagonal down, diagonal up. Give ample opportunity	10 mins	assessed on Identifying the name, sound, action, vocabulary, and formation of small letter "w".	

to write small w in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them small letter w is written between fence line and grass line. Guided practice: Provide students mini white boards and markers. Ask them to write small ' w ' on board. Paste some letter ' w 'vocabulary flashcards on board with odd one out. Say the names of all pictures. Encourage students to identify the picture that begin with letter ' w '	20 mins	Mini boards, markers Pictures flash cards
Focused Task: Have the students find all the letter W's in capital and small on worksheet and encourage them to circle it. Wrap up: What is the beginning sound of witch and window? Reflection:	5 mins	Worksheet

Language & Liter	racy Class: Nursery Title: Letter "Ww"	Da	y: 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 the name, sound, action, vocabulary and formation of capital letter W	Recap: Teacher will show flashcards of letter 'w' and all vocabulary words. We Are Learning to: Identify the letter "Ww" its sound, action and its related vocabulary. Formation of letter W with a correct sequence of movement What I am looking for: How well you identify the capital letter W and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading skills. Introduction: Show the flashcard of capital letter 'W' ask letter name. Invite students whose name begins with letter W 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 W in the air. Use the capital letter W formation such diagonal down, diagonal up, diagonal down, diagonal up, diagonal down, diagonal up, diagonal down, diagonal up. Give ample opportunity to write capital W in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them capital letter W is started from sky line and goes to the grass line and ends on sky line.	5 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation capital letter W	flashcards Sky line Fence Grass line Root

Guided Practice			
shapes randomly around the front wall and have them stamps on it and shouts "A then race to find 'w' and o	re great for this activity. Scatter all the alphabet the classroom floor. Line up all the students against the race to find the letter: 'a'. The first student to find it and wins the 'a' flashcard (picks it up). Students ince again the first student to stamp on it and shout d. Continue until 'W' is reached. The student with winner.	20 mins	Alphabets shapes/blocks
Focused task: Give students worksheet of Wrap up: What is the initial sound i Reflection:	colour the warm and trace the capital letter W . n weather and wall?	5 mins	Worksheet of capital letter W
Homework Match the pictures which s	tart with $oldsymbol{W}$.		worksheet

Language & L	iteracy Class: Nursery Title: Letter "Ww" Day: 4		Time:- ^L	+0 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 capital and small letter "Ww"	vocabulary. Formation of capital and small letter "Vv" with a correct sequence of movement What I am looking for: How well you identify the letter "Ww" sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking, reading and writing skills. Introduction: Show the students the watermelon. Talk about its size and shape and allow the	5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary, and formation of capital and small letter "Ww"	Flash cards

Guided practice		
To practice alphabetical order, play a game: Give each student one of the letter		Alphabet flashcard
cards that you have prepared. Point out that the cards are different colours	20 mins	
and that each card shows one letter of the alphabet from a to w . Explain that		
when you say they can move, they must first find all the other students with a		
card the same colour as their own, and then the students must form a line so		
that their cards are in the correct alphabetical order.		
Place salt tray on a small stool. Invite students one by one to take turns and		Salt Tray
trace letter Ww on salt with their index finger.		
Focused task:		
Ask students to open book page 61. Ask them to look at pictures and tell their		Book page 61
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 "Ww" given at the bottom of the		
page.		
Wrap up:		
What is the initial sound in wallet and wet?	5 mins	
Reflection:		

Language & Li	teracy Class: Nursery Title: Letter "Ww"	Day: 5	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: Identify the name, sound, action,	Recap: Show the flashcard of small letter 'w' and ask which letter is this? Ask sound. Show the flashcard of capital letter 'W'. Recall all vocabulary through flashcards. We Are Learning to: Identify the letter "Ww" its sound, action and its related vocabulary. Formation of small and capital "Ww" with a correct sequence of movement What I am looking for: How well you identify the letter "Ww" sound, action and its vocabulary. Cained skill: This will help us to improve our listening, speaking, reading and	3 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small and	Flash cards
vocabulary and formation of small and capital letter "Ww"	Introduction: Introduce the winter season to students by asking the following questions: What can you see in the picture? What are the students doing? When does it snow? Have you seen snow? Next, write these words on the board — spring, summer, autumn, winter. Discuss the four seasons, and ask the students which season they like best and why? Organize sand letter prior to tracing letter "Ww" 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 twenty two letters so we can make three letter words with these letters. Write W i g,	5mins	capital letter "Ww"	Sand letter

wet, wed, win, web, wag on board and ask students, tell the sounds of letters and try to make words. Ask them tell the words which we already have done in previous classes. Repeat the words again and again with students.		
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 " Ww " 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 wig and win.	2 mins	
Reflection:		
Homework:		
Write letter "Ww" on copy and write wig, wet, wed, win, web,		
wag at the end.		