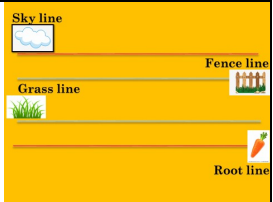






Language & Literacy		Class: Nursery	Title: Letter "Ww"	Day: 2	Time:- 40 mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identified the name, sound, action, vocabulary and formation of small letter w</p>	<p><b>Recap:</b> Show the flashcard of letter "Ww". Ask which is capital W? And which is small w?</p> <p><b>We Are Learning to:</b> Identify the small letter w, its sound, action and its related vocabulary.</p> <p><b>What I am looking for:</b> How well you identify the letter w sound, action and its vocabulary.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking skills.</p> <p><b>Introduction:</b></p> <p>Play jolly phonic song of letter w.</p> <p><a href="https://youtu.be/zwupro4AVsY">https://youtu.be/zwupro4AVsY</a></p> <p>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</p>	<p>5 mins</p> <p>10 mins</p>	<p>Students will be assessed on</p> <p>Identifying the name, sound, action, vocabulary, and formation of small letter "w".</p>	<p>Flash cards</p>	

	<p>to write small <b>w</b> in air before tracing. Draw four lines and tell students about the names of lines as shown in the picture tell them small letter <b>w</b> is written between fence line and grass line.</p> <p><b>Guided practice:</b></p> <p>Provide students mini white boards and markers. Ask them to write small '<b>w</b>' on board.</p> <p>Paste some letter '<b>w</b>' vocabulary flashcards on board with odd one out. Say the names of all pictures. Encourage students to identify the picture that begin with letter '<b>w</b>'</p> <p><b>Focused Task:</b></p> <p>Have the students find all the letter <b>W</b>'s in capital and small on worksheet and encourage them to circle it.</p> <p><b>Wrap up:</b> What is the beginning sound of witch and window?</p> <p><b>Reflection :</b></p>	<p>20 mins</p> <p>5 mins</p>		 <p>Mini boards, markers</p> <p>Pictures flash cards</p> <p>Worksheet</p>
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	<p>w e t, w e d, w i n, w e b, w a g 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.</p> <p><b>Guided practice:</b></p> <p>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.</p> <p><b>Focused Task:</b></p> <p>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.</p> <p><b>Wrap up:</b> what is initial sound of wig and win.</p> <p><b>Reflection :</b></p> <p><b>Homework:</b></p> <p>Write letter "Ww" on copy and write wig, wet, wed, win, web, wag at the end.</p>	<p>30 mins</p> <p>2 mins</p>		<p>chalks/markers</p> <p>copy work</p>
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