Language & Lite	racy Class: Nursery Title: Letter Bb	Day:	1	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 'Bb'	Recap: Students will be shown letters "Aa "and 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 Bb, its sound, action and its related vocabulary Formation of Bb with a correct sequence of movement What I am looking for: How well you identify the letter 'Bb' sound, action and its vocabulary. Cained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Play letter Bb vocabulary video:		Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small and capital letter "Bb".	Flash cards
	https://youtu.be/kzzXROKd-iO Sing along the song with students two or three times and reinforce letter 'Bb' vocabulary. Ask them to repeat the name of the letter. Ask them to repeat sound several times. Show small letter b. Ask letter name and its sound. Repeat letter sound again and again. Show capital letter 'B'. tell students this	10 mins		Ppt

is capital letter B. write small and capital letter 'Bb' side by side on the board and ask students to repeat small b / capital B. Guided practice: Put one play dough on each table and encourage students to share it for letter activity. Demonstrate how to form letter 'Bb' (both capital and small) with play dough. Help each students to make letter 'Bb' with playdough. As the students are making letter Bb walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What letter is this?		Play dough
Focused Task: B is for Bus:		Cutout of capital B black construction
Take Printout of capital letter B . Cut out the letter and tyres of bus with black construction sheet. Provide students cut-out of bus tyres and glue. Ask them colour the bus yellow because this is a school bus and paste the tyres after colouring.	20 mins	sheet yellow colour, glue
Ask students to open book page IO and look at the capital and small letter Bb. Ask them to move their fingers on letter Bb. Read aloud the words starting with 'Bb' and ask students to read after you with correct pronunciation. 'Bb' vocabulary words are: bat, bee, bus, bear, brush, bike, burger, bridge. Wrap up: Show the vocabulary flashcard of letter 'Bb' and ask the names and their beginning sound.	5 mins	book page 10
Reflection		

Language & L	Time:- 40 mins			
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: • Identified the name, sound, action, vocabulary and formation of small letter b	Recap: Show the flashcard of letter 'Bb'. Ask which is capital B and which is small b? We Are Learning to: Identify the small letter b, its sound, action and its related vocabulary. What I am looking for: How well you identify the letter b sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking skills. Introduction: Play jolly phonics song https://youtu.be/SIYTaMlowU Show flashcard of small letter b. Ask student the letter name and its sound. Show flashcard of bat, bee, bus, bear, brush, bike, burger, bridge. Ask students to tell the names. Ask the beginning sound of each words. Ask student to trace small letter 'b' in the air. Use the small letter b formation such as long line down, circle to the right. Give ample opportunity to write small b in air before tracing. Draw four lines and tell students	5 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small letter "b".	Flash cards Sky line Grass line Root lin

about the names of lines as shown in the picture tell them small letter ${\bf b}$ is started from sky line and go to the grass line.		
Guided practice: Provide students mini white boards and markers. Ask them to write small 'b'		
on board.	20 mins	Mini white boards, markers
Focused Task:		
Provide them worksheet in which they have to colour the bee and trace small letter $\bf \dot{b}'$.		worksheet
Wrap up: What is the beginning sound of bear and bridge?	5 mins	
Reflection:		

			Time:- 40 mins
Activity Plan/Methodology	Time	Assessment of Learning	Resources
looking for: How well you identify the capital letter B and it This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening. Next ask their write on board and tell them that all written names begin with and the other items begin with small letters. Ask students to write the air. Use the capital letter B formation such as long line down, right, circle to the right. Give ample opportunity to write capital B tracing. Draw four lines and tell students about the names of line	IO mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation capital letter B	flashcards Sky line Grass line
	er will show flashcards of letter 'b' and all vocabulary words rning to: Identify the letter Bb, its sound, action and its related letter B with a correct sequence of movement looking for: How well you identify the capital letter B and it This will help us to improve our listening, speaking, reading skills. ashcard of capital letter 'B' ask letter name. Invite students whose with letter B to come to the front of the class. Next ask their write on board and tell them that all written names begin with and the other items begin with small letters. Ask students to write the air. Use the capital letter B formation such as long line down, right, circle to the right. Give ample opportunity to write capital B tracing. Draw four lines and tell students about the names of line	er will show flashcards of letter 'b' and all vocabulary words rning to: Identify the letter Bb, its sound, action and its related letter B with a correct sequence of movement looking for: How well you identify the capital letter B and its This will help us to improve our listening, speaking, reading skills. Ashcard of capital letter 'B' ask letter name. Invite students whose with letter B to come to the front of the class. Next ask their write on board and tell them that all written names begin with and the other items begin with small letters. Ask students to write the air. Use the capital letter B formation such as long line down,	Learning Learning Learning Tring to: Identify the letter Bb, its sound, action and its related letter B with a correct sequence of movement looking for: How well you identify the capital letter B and its This will help us to improve our listening, speaking, reading skills. This will help us to improve our listening, speaking, reading skills. Identifying the name, sound, action vocabulary, and formation with letter B to come to the front of the class. Next ask their write on board and tell them that all written names begin with and the other items begin with small letters. Ask students to write the air. Use the capital letter B formation such as long line down, right, circle to the right. Give ample opportunity to write capital B tracing. Draw four lines and tell students about the names of lines

Guided Practice: Provide the worksheet of capital letter B, bowl of beads/buttons and glue to the students. Ask them to glue the letter B and paste the beads on the letter. Focused task: Give students worksheet and ask them to colour butterfly and trace capital B. Wrap up: What is the initial sound in blocks and baby? Reflection:	20 mins 5 mins	Bowl of beads/buttons, glue, Worksheet of capital letter B
Homework: Colour the pictures start with letter B. Trace letter B.		Worksheet

Language & Li	ge & Literacy Class: Nursery Title: Letter Bb Day: 4			Time:- 40 mins		
Learning Outcomes Upon the completion of this lesson, Students	Activity Plan/Methodology Recap: Show the flashcard of small letter 'b' and ask which letter is this? Ask sound. Show the flashcard of capital letter B ask the letter name and its vocabulary. We Are Learning to: Identify the letter Bb, its sound, action and its related	Time 5 mins	Assessment of Learning	Resources Flash cards		
will be able to: Identify the name, sound, action vocabulary and letter formation of capital and small letter "Bb"	vocabulary. Formation of capital and small letter Bb with a correct sequence of movement What I am looking for: How well you identify the letter Bb 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 Bb in the air and ask students to observe and guess what you are writing. Encourage students to use small and capital Bb words. Show letter Bb vocabulary words through ppt and ask students to revise all words. Encourage students to tell any other word start with Bb which is not shown on ppt.	10 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation of capital and small letter "Bb".	ppt		

Guided practice		letter b flashcards
Provide student with small cards of pictures and letter Bb . Students will be asked to match the letter b cards with the pictures. This can be done first with the whole class and then as group work	20 mins	pictures flashcards
Place salt tray on a small stool. Invite students one by one to take turns and trace letter Bb on salt with their index finger.		Salt Tray
Focused task:		
Ask students to open book page II. 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 are missing. Write beginning sound to complete these words. Help them to trace and write 'Bb' given at the bottom of the page.		
Wrap up: What is the initial sound in burger and brush	5 mins	Book page II
Reflection:		

Language & Li	teracy Class: Nursery	Title: Letter Bb	Day: 5		Time:- 40 mins
Learning Outcomes	Activity Plan/Methodolog	y	Time	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap: Show the flashcard of small letter 'b' and as sound. Show the flashcard of capital letter B. Recal flashcards. We Are Learning to: Identify the letter Bb, its sou vocabulary	l all vocabulary through	3 mins		Flash cards
Identify the name, sound, action, vocabulary and formation of small and capital letter "Bb".	Formation of small and capital Bb with a correct set. What I am looking for: how well you identify the its vocabulary. Gained skill: This will help us to improve our lister writing skills. Introduction: Organize sand letter prior to tracing letter' Bb' on to trace the letter using the index and the middle fize, 3 times. Guided practice: Students love writing on board. Af chalk/marker to a student and ask him/her to writing as large as they can. Try to involve whole class.	letter Bb sound, action and ning, speaking, reading and the copy. Demonstrate how nger. Ask them to trace it	5mins 30 mins	Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small and capital letter "Bb".	Sand letter chalks/markers

Focused Task:			
Ask students to open their copies. Write letter 'Bb' on copy. Give them a set amount of time to complete the task and monitor their progress.	2 mins		copy work
Wrap up: what is initial sound of boat and bird.		sapy war is	
Reflection:			
Homework:			
Write letter 'Bb' on copy.			