


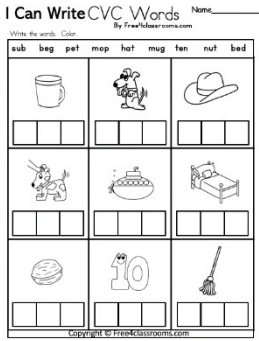
Reflection :

**Homework:** Do the worksheet on copy. (Note: teacher can do copy making for this work a day before)

Language & Literacy		Title: Vowel & Consonant	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>Revise the concept of vowel and consonant</p>	<p><b>Recap:</b>write different words on board, ask students to recognize their initial, middle, and ending sound.</p> <p><b>We Are Learning to:</b> Identify and write vowel sound of each picture.</p> <p><b>What I am looking for:</b> How well you identify the picture and its vowel sound.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking and reading, writing skills.</p> <p><b>Introduction:</b> Start singing the alphabet song. Students should follow along. Ask students to look at the alphabet chart and say it slowly. Ask students if they know what vowels and consonants are. Explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking. Tell students that as we all know alphabet has 26 letters. Write up the five vowels on board and tell students that vowels are special letters in the alphabet because they make two sounds, a long sound and a short sound. a,e,i,o,u are the vowels</p> <p>Play vowel song:  <a href="https://youtu.be/RUSCz4laDug">https://youtu.be/RUSCz4laDug</a></p> <p>Sing along the song with children two or three times and reinforce vowels. Tell students rest of the 21 letter of alphabet are consonant. Repeat consonant b, c, d, f, g, h, k, m and so on.</p> <p><b>Guided practice:</b>Give the students the stick puppets/flash cards to separate the vowels and consonants. Draw their attention to the colours yellow for consonants and red for vowels to help them group them.</p> <p>Hide vowels and some random consonant in classroom. Ask students to find a letter, bring it to teacher and tell is it a vowel or consonant.</p> <p><b>Focused Task:</b>provide students blank white paper poster colour. Ask them to write vowels on paper using different colours with the help of their finger.</p> <p><b>Wrap up:</b>invite students to come and write one vowel and one consonant on the board.</p> <p><b>Reflection :</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying <b>concept of vowel and consonant</b></p>	<p>Flash cards</p> <p>puppet stick</p> <p>blank paper poster colours water</p> <p>book page</p>	


**Homework:** Do book page...

Language & Literacy		Title: Vowel & Consonant	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>Revise the concept of vowel and consonant</p>	<p><b>Recap:</b> Write random alphabets on board and ask students to come and circle vowel with red and consonant with blue marker.</p> <p><b>We Are Learning to:</b> Identify and write missing vowel sound of each picture.</p> <p><b>What I am looking for:</b> How well you identify the picture and its missing vowel sound.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking and reading, writing skills.</p> <p><b>Introduction:</b> Ask students to tell which five letters are vowels. Write few words on board e.g cat, pen, mop, pin, sun, rat, and ten, top on the board. Ask students to come and circle only vowels in written words.</p> <p><b>Guided practice:</b> Give each student vowel cards Create some cards with short words on them, for example c_t (cat), d_g (dog), r_d (red), and so on. Use a <b>short vowel word list with pictures</b> as a guide. Include a picture on the back of the card for picture support and self-correction. Students practice by placing the correct missing vowel on the card.</p> <p><b>Focused Task:</b>Ask students to open book page ...Say the name of each picture. Identify the missing vowel sound and write</p> <p><b>Wrap up:</b>Invite students to come and write one vowel and one consonant on the board.</p> <p><b>Reflection :</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying <b>concept of vowel and consonant</b></p>	<p>Flash cards</p> <p>book page</p>	

Language & Literacy	Title: CVC Words	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>Revise the concept of CVC words</p>	<p><b>Recap:</b> Write few words on board with missing vowels with pictures. Ask students to write correct vowel.</p> <p><b>We Are Learning to:</b> Identify and read CVC words</p> <p><b>What I am looking for:</b> How well you identify the picture and read CVC words.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking and reading, writing skills.</p> <p><b>Introduction:</b> Play CVC song video:  <a href="https://youtu.be/ZAZ74SOvPqs">https://youtu.be/ZAZ74SOvPqs</a></p> <p>As you, all know that letters of alphabet are broken into two groups called vowel and consonants. Tell students that each vowel and consonant letter makes different sounds. Sometimes one letter makes many sounds, but what happens when we place a vowel between two consonants? For example what happens, when the consonant letter B, is placed next to the vowel letter E, and followed by the consonant letter D ( Write 'bed' on the board) What you have here is called a word. Tell students that today we will blend sounds to read words that are consonant-vowel-consonant. Tell students when a vowel place between two consonants; it is always a short vowel. Write few words on board like bed, ten, mop, fan. Read these words with sounds and blend them. Encourage students to repeat after you. Practice it several time.</p> <p><b>Guided practice:</b> Make CVC words reading resource as shown in the picture. Provide students CVC reading resource and ask them to read one by one and tell which word family they have. Like who has 'at' words, who has 'ot' words etc.</p> <p><b>Focused Task:</b> Ask students to open book page ... Say the name of each picture. Read the words and circle the correct word according to given picture.</p> <p><b>Wrap up:</b> write 'un' words on board and ask students to read.</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do worksheet. ( teacher can copy making with help of worksheet)</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying concept of CVC words</p>	<p>Flash cards</p>  <p>book page</p> 

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Language & Literacy		Title: CVC Words	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>Read and write CVC words</p>	<p><b>Recap:</b> write words on board (bat, red, pin, top, fun) and ask students to blend the sounds and read these words.</p> <p><b>We Are Learning to:</b> Identify and write CVC words.</p> <p><b>What I am looking for:</b> How well you identify the picture and write CVC words.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking and reading, writing skills.</p> <p><b>Introduction:</b> Play CVC song video  <a href="https://youtu.be/aHyEpjiuLo4">https://youtu.be/aHyEpjiuLo4</a></p> <p>Bring some real objects in class to practice CVC words like toy car, jar, lid, pen, pan, toy hen, mop, and bun. Place them on table. Write these words on the board. Ask students to come pick one object , say its name and circle its word on board</p> <p><b>Guided practice:</b> Try playing 'I-spy' with CVC words. Pick an item in the classroom, such as a hat. Then say: "I spy with my little eye a h-a-t." Students need to then blend the sounds together to tell you the item. When you first start out with oral blending activities some of students may find it hard to hear the word. In that case, hold each of the sounds a little bit longer and don't have a pause between each sound. Because many things in classroom are not CVC words, you may want to come up with a list of words to use for this exercise. Examples may include mat, pen, man, mug, bin, cap, cup, map)</p> <p><b>Focused Task:</b> Ask students to open book page ... Say the name of each picture and read the word. Ask them to write CVC words with correct formation of letters.</p> <p><b>Wrap up:</b> write word families 'an' 'in' 'un' words on board and ask students to read</p> <p><b>Reflection :</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on reading and writing of CVC words</p>	<p>Flash cards</p> <p>real objects</p> <p>book page</p>	

Language & Literacy		Title: Revision	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 vowel and consonant</p> <p>Read sentences of CVC words</p>	<p><b>Recap:</b> write words on board (bat, red, pin, top, fun, mat, bug, dot, and fan) and ask students to circle the vowels in written words.</p> <p><b>We Are Learning to:</b> Identify vowel and consonant and read sentences of CVC words.</p> <p><b>What I am looking for:</b> How well you identify vowel and consonant and read sentences of CVC words.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking and reading, writing skills.</p> <p><b>Introduction:</b> Play video  <a href="https://youtu.be/RUSGz4laDug">https://youtu.be/RUSGz4laDug</a></p> <p>Tell students we are going to revise vowel, consonants, and CVC words. Place letter stick puppets face down on the table. Ask student to come and pick one letter. All the consonants will stand on the right side of class and all the vowels will stand on the left side of class. Ask them to tell how many vowels and consonants are in English alphabet. Write different word families on board and as students to blend them (at, ot, in, an, am, ub)</p> <p><b>Guided practice:</b> Take two baskets one with sentences and other with pictures. Make pairs, One student will read the sentence and other will find out the picture. Give chance to whole class. (Note: Teacher can print these sentences and pictures / can write and draw the pictures on board. Use three pictures for one sentence) Sentences can be: I see a dog. I see a jug, I see a car, I see a sun</p> <p>Divide class it group of 3/4. Give each group magnetic letters or letter flash cards. Write this is a ----on the board and show a picture (e.g. hat). Ask them to make word of the shown picture.</p> <p><b>Focused Task:</b> Ask students to open book page ..Read the sentences and focus on CVC word. Circle the picture related to CVC word.</p> <p><b>Wrap up:</b> write word families 'op' 'ug' words on board and ask students to read.</p>		<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying vowel and consonant</p> <p>Read sentences of CVC words</p>	<p>Flash cards</p> <p>letter stick puppets</p>  <p>book page</p>



Reflection :

Home work:  
Do book page..