Language & Lite	racy Class: Nursery Title: Three letter word	Title: Three letter words Day: I		
Learning	Activity Plan/Methodology	Time	Assessment of	Resources
Outcomes			Learning	
	Recap: Teacher will revise the alphabets and their sounds with the students by			
Upon the	showing them flash cards and ppt. Play and sing 'abcd' song with students.	5 mins		Flash cards/Ppt
completion of this	https://youtu.be/7lh8MZshGSs			
lesson, Students	We Are Learning to: Identify the three letter words cat, bat, fat, rat, mat.			
will be able to:	What I am looking for: How well you identify the three letter words.		Students will be	
	Gained skill: This will help us to improve our listening, speaking, reading and		assessed on	
ldentify and	writing skills.		ldentifying and	
produced the	Introduction:		produced the	
CVC words with	Students will be shown three letter word song		CVC words with	
the endings –	https://youtu.be/RVophT8naUM		the endings —at.	
at.	To motivate and activate your students, tell them that they will be learning	10 mins		
	about rhyming words, which are words that have the same ending sounds.			
	Explain to the students that they will be making simple three-letter words (-at, -			
	et, -ip, words) and that you will be supporting them as they work. In a large			
	group, demonstrate the activity by taking out the three-letter word building			
	set—complete words and individual letters—from the envelope. Ensure you			
	have one envelope for each student. Show the students how to make words from			
	this set with the help of the picture cards. For example, if the set has a picture			
	of 'bat', hold up the picture and find the letters b-a-t to make the word bat;			

place the completed word next to the picture of the bat.		
Guided practice:		
Distribute to each student an envelope containing the three-letter words building		
set with the corresponding picture cards. Invite students to make the words with	20 mins	Alphabets and
the help of the picture.		pictures flash cards
Focused task		
Ask the students to open their book pg. no 71. Help students to read the words.		
cat, bat, fat, rat, mat, hat. Provide ample time and opportunities to the		
students to read. Reading practice helps children to develop fluency that will	,	
help them to read with increasing en joyment and understanding.		book page 71
Wrap up: Say the different word and ask the student can they tell the other	5 mins	
word which rhyme with it.		
Reflection:		

Language & Lite	racy Class: Nursery Title: Three letter wo	ords	Day: 2 7	ime:- 40 mins
		<del>-</del>		
Learning	Activity Plan/Methodology	Time	Assessment of	Resources
Outcomes			Learning	
	Recap: Teacher will revise the alphabets and their sounds with the students by	5 mins		
Upon the	showing them flash cards and ppt. Teacher will ask tell the rhyming word of			Flash cards/Ppt
completion of this	pat one by one with all students.			
lesson, Students	Play and sing 'abcd' song with students.			
will be able to:	https://youtu.be/7lh8MZshGSs		Students will be	
	We Are Learning to: Identify the three letter words pen, hen, ten, men, den.		assessed on	
ldentified and	What I am looking for: How well you identify the three letter words.		Identifying and	
produced the	Gained skill: This will help us to improve our listening, speaking, reading and		produced the CVC	
CVC words with	writing skills.		words with the	
the endings -	Introduction:		endings —en.	
en.	Students will be shown three letter word song			
	https://youtu.be/cSPmGPlyykU			
	Begin by asking students to recite Twinkle, Twinkle, Little Star. Ask students if	10 mins		
	they can identify any <b>rhyming words</b> . Remind students that rhyming words			
	have the same ending sound. If students have difficulty identifying the rhyme,			
	slowly repeat the rhyme, accentuating the words "star" and "are." After that			
	explain to your students that you will read a story with <b>rhyming words</b> , or			
	words that have the same ending sounds. Ask your students for examples of			
	rhyming words. For example, hat and cat are rhyming words.			

Guided practice:  Play a quick class game with the students to practice identifying rhyming word pairs. Display a picture or object. Then, show two more objects or pictures (one that rhymes and one that doesn't) and have students share with a partner which one rhymes.  Focused task	20 mins	Picture/words flash cards
Ask the students to open their book pg. no 72. Help students to read the words (pen, hen, ten, men, den, ben). Provide ample time and opportunities to the students to read. Reading practice help students to develop fluency that will help them to read with increasing enjoyment and understanding.  Wrap up:  Say the different words and ask the student can they tell the other word which rhyme with it.  Reflection:	5 mins	book page 72

Language & Liter	racy Class: Nursery Title: Three letter words	Day: 3	Т	ime:- 40 mins
Learning	Activity Plan/Methodology	Time	Assessment of	Resources
Outcomes			Learning	
	Recap: Teacher will revise the alphabets and their sounds with the students by			
Upon the	showing them flash cards and ppt. Teacher will ask tell the rhyming word of	5 mins		Flash cards/Ppt
completion of this	den one by one with all students.			
lesson, Students	Play and sing 'abcd' song with students.			
will be able to:	https://youtu.be/7lh8MZshGSs		Students will be	
	We Are Learning to: Identify the three letter words sip, dip, lip, zip, rip.		assessed on	
ldentify and	What I am looking for: How well you identify the three letter words.		ldentifying and	
produced the	Gained skill: This will help us to improve our listening, speaking, reading and		produced the	
CVC words with	writing skills.		CVC words	
the endings –	Introduction:		with the endings	
ip.	Tell the students again about the rhyming words. A rhyme is a set of words		—iр.	
	that end in the same sound. Cat rhymes with bat because they have the same	10 mins		
	ending sound. Can you hear how they sound the same? Let's try some more.			
	Can and man			
	Dog and hog			
	Rat and fat			
	Tall and small			
	Write word dip on the board like this $oldsymbol{d}$ $oldsymbol{\mathfrak{i}}$ $oldsymbol{\mathfrak{p}}$ . Tell the students about			
	the beginning, middle and ending sound.			

Guided practice:  Everyone would get into partners and together they would choose an item from a large bag. In the bag are different objects that have multiple rhyming options.  The partners would take their object and figure out I rhyming word.  star-far, cat sat, ball tall, fan man  Focused task	20 mins	Different concrete objects
Ask the students to open their book pg. no 73. Help students to read the words (sip, dip, lip, zip, tip). Provide ample time and opportunities to the students to read. Reading practice help students to develop fluency that will help them to read with increasing enjoyment and understanding.  Wrap up:  Write the words on board and ask the beginning, middle and ending sound.  Reflection:	5 mins	book page 73
Homework  Match the words that rhymes with the words on opposite side.		Worksheet

Language & Lite	racy Class: Nursery T	itle: Three letter words	Day:	4 -	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 and produced the CVC words and tell the beginning sound.	Recap: Teacher will revise the alphabets and their showing them flash cards and ppt. Teacher will as pip one by one with all students. Play and sing 'abcdhttps://youtu.be/7lh8MZshGSs  We Are Learning to: Identify the three letter wo ending sound.  What I am looking for: How well you identify the tmiddle and ending sound.  Gained skill: This will help us to improve our listen writing skills.  Introduction: Introduce the rhyming words by reading a poem.  The cat  The cat sat on the mat  With a fat bow! of milk and a rat,  It loves to play with a bat,  Wearing a long hat,  Enjoying her dinner and chat.  Ask them to recall rhyming words from the poem. V  Tell the students that the rhyming words can help t	k tell the rhyming word of song with students.  rds and their middle and three letter words and their ling, speaking, reading and their them on the board.	5 mins	Students will be assessed on Identifying and produced the CVC words and tell the beginning sound	Flash cards/Ppt

picture flash card and ask him go to the blending line and hang the picture with the help of peg and find the letters of picture and make three letter words and hang the letters with the help of peg. Ask the student tell the beginning sound of the word you have made.  Note; Make a blending line on classroom wall for making words as shown in the picture.  Focused task  Ask the students to open their book pg. no 74. Ask students look at the picture,	20 mins	Blending Line
think the word and write its beginning sound. Provide ample time and opportunities to the students to do the work. Reading practice help students to develop fluency that will help them to read with increasing enjoyment and understanding.  Wrap up: Write the words on board and ask the beginning sound.  Reflection:	5 mins	book page 74

Language & Lite	racy Class: Nursery Title: Three letter words	Day: 5	Time	:- 40 mins
Learning	Activity Plan/Methodology	Time	Assessment of	Resources
Outcomes			Learning	
	Recap: Teacher will revise the alphabets and their sounds with the student	s by 5 mins		
Upon the	showing them flash cards and ppt. Teacher will ask tell the beginning soun	d of		Flash cards/Ppt
completion of this	different words one by one with all students.			
lesson, Students	Play and sing 'abcd' song with students.			
will be able to:	https://youtu.be/7lh8MZshGSs		Students will be	
	We Are Learning to: Identify the three letter words and their middle	and	assessed on	
ldentify and	ending sound.		ldentifying and	
produced the	What I am looking for: How well you identify the three letter words and t	their	produced the	
CVC words and	middle and ending sound.		CVC words and	
tell the middle	Gained skill: This will help us to improve our listening, speaking, reading and	,	tell the middle	
and ending	writing skills		and ending	
sounds.	Introduction:		sound	
	Tell the class that it is really important when they are reading poems. They	can 10 mins		
	see rhyming words at the end of each verse of most of the poems. These word	ls		
	are also important because they help you in spelling same sound words.			
	Display the vocabulary card or object of a car (toy car) and have the class	say		
	the word aloud with you (""car""). Then say the word again, this time			
	emphasizing the middle and ending sound			
	Repeat this time having the students repeat after you and say the word which rhyme with it like bar.	ı		

Write the different words like <b>sat, den, dip</b> on the board and ask the students about their middle and ending sounds. <b>Guided practice:</b> Tell the students we have blending line in our classroom. Give one student the picture flash card and ask him go to the blending line and hang the picture wit the help of peg and find the letters of picture and make three letter words and hang the letters with the help of peg. Ask the student tell the middle and ending sound of the word you have made. <b>Note;</b> Make a blending line on classroom wall for making words as shown in the picture. <b>Focused task:</b>	ı	Blendin	9 Line
Ask the students to open their book pg. no 75. Ask students look at the picture, think the word and write its ending sound. Provide ample time and opportunitie to the students to do the work. Reading practice help students to develop fluency that will help them to read with increasing enjoyment and understanding.  Wrap up:  Write the words on board and ask the middle and ending sound.  Reflection:  Homework  Look at the picture and write the ending sound of the word.	5 mins	book page 75 Worksheet	