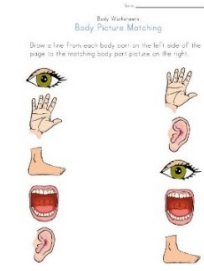


Language & Literacy		Class: Nursery	Title: Human body Parts	Day: 1	Time:- 40 mins
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify some body parts and their names</p>	<p>Recap: Reinforce vowel and consonants and use of a/an through ppt/flashcard</p> <p>We Are Learning to: Identify the body parts</p> <p>What I am looking for: How well you identify body parts</p> <p>Gained skill: This will help us to improve our reading, listening and speaking</p> <p>Introduction: Play body parts song: https://youtu.be/rsxhDjhZ8kk Sing along the song with students two or three times and reinforce body parts. Tell students today we are going to learn about body parts. Say body parts and touch the part when you say. Encourage students to say and touch also. E.g everyone touch your nose, clap with your hands, close your eyes.</p> <p>Guided practice: "Play Simon says style game, but using the word 'please' instead of 'Simon says'. Ask all students to stand up, listen to the instructions and so as you say. For Example, you might say 'Touch your nose' and the students should touch their nose with finger. Practice a few more time until the students can easily follow your instructions. Now tell students as you say only if you say the word 'please'. E.g. 'touch your nose please', 'Touch your head please'..etc. If you don't say please and a student still does the action, then that student</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Identifying the body parts and their names</p>	Flash cards/ Ppt	

	<p>is out and must sit down for some time.</p> <p>Focused Task: Ask students to open book page no 79 talk about body and its body parts one by one. Touch each part of body you are introducing on this page and encourage students to do so.</p> <p>Wrap up: Show flashcard and ask body part name.</p> <p>Reflection :</p>	5 mins		Book page 79.
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Language & Literacy		Class: Nursery	Title: Human body parts (more than one)	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 body parts that are more than one</p>	<p>Recap: Play and sing body part song.</p> <p>We Are Learning to: Identify the body parts that are more than one.</p> <p>What I am looking for: How well you identify the body parts that are more than one</p> <p>Gained skill: This will help us to improve our reading and speaking and listening skills.</p> <p>Introduction: play Rhyme: https://youtu.be/QA48wTGbU7A</p> <p>Sing along the rhyme with students and do the actions. Ask students to do the actions with you. Show students one pencil. Ask them what it is. Write "pencil" on the board. Now show students two pencils. Ask them what they are. Write "pencils" on the board. Ask students what the difference between the two words are. Point out that one has an "s" and the other doesn't. The "s" tells that there is more than one pencil. Show the small card of letter 's' and explain that we need to put this at the end of words to show more than one.</p> <p>Guided practice Distribute flashcard of body parts which are more than one e.g. eyes, ears, legs, feet, arms, hands and a basket in which you place the one more part of given body part. Ask students who have arm flashcard find one more arm from the basket. Emphasize on we have some body parts which are more than one.</p> <p>Focused Task: Ask students to open book page 80 ask them to look at pictures. Tell their names. Recognize which body parts are more than one. Explain more than one means plural. Help them to circle the body parts that are more than one.</p> <p>Wrap up: Reinforce all body parts name and their beginning sound.</p> <p>Reflection:</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on recognizing body parts that are more than one</p>	<p>Flashcards /Ppt</p> <p>basket body parts flashcard</p> <p>Book page no 80</p>	

Language & Literacy		Class: Nursery	Title: Adding 's'	Day: 3	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>Identify singular and plural by adding 's'</p>	<p>Recap: Reinforce the body parts as more than one.</p> <p>We Are Learning to: Identify the singular and plural by adding 's'.</p> <p>What I am looking for: How well you identify the singular and plural by adding 's'</p> <p>Gained skill: This will help us to improve our reading and listening speaking skills.</p> <p>Introduction: Distribute the sets of objects (crayons, pencils, erasers) among children. Tell them to pick up one object each. Ask a student, 'What is this?' Let the student answer, 'This is a ...' Ask students to hold the same objects as in more than one. Ask each group, 'What are these?' Let them answer, 'These are ...' Draw the attention of students to the formation of plural by adding an 's'.</p> <p>Guided Practice : Provide students flashcard of plurals (cars, bags, pencils, balls, books, cats, apples, hats, pens, cups, chairs, trees and so on). Place a singular flashcard on board. Ask its name and ask students who have its plural, come and paste it on board.</p> <p>Focused task: Provide students worksheet and talk about the pictures like if there is one car it means singular and if more than one (can be 2, 3, 4) it means plural. Help them to write plurals by adding 's'.</p> <p>Wrap up: Practice singular plural with classroom objects.</p> <p>Reflection :</p> <p>Homework: Body parts matching 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 singular and plural by adding 's'</p>	<p>flashcards</p> <p>picture flashcard of singular objects</p> <p>picture flashcard of plural objects</p> <p>Sample worksheet</p> 	

Language & Literacy		Class: Nursery	Title: Adding 's'	Day: 4	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>Identify singular and plural by adding 's'</p>	<p>Recap: Reinforce singular plural by showing it on ppt</p> <p>We Are Learning to: Identify the singular and plural by adding 's'.</p> <p>What I am looking for: How well you identify the singular and plural by adding 's'</p> <p>Gained skill: This will help us to improve our reading and listening speaking skills.</p> <p>introduction:</p> <p>Play video: https://youtu.be/3w-3YdW2Unk</p> <p>Start with simply introducing a word that you have a picture card of (for example: cats). Then, ask them if you would say, "I have three cat." They'll giggle and say noo, so you'll ask them what you say then. "Cats!" Repeat, "Ohh catSSSS. What did we add to the end of cat?" and hopefully they say "S!" If not, reinforce the "s" sound really quick. Introduce the "cats" card. Have them look at the 2 cards. Ask them how the words are different. They'll point out the S and you can explain how, with many words, all you have to do is add an S to the end to make it mean more than one. Tell them that is called plural. Plural is when there is more than one of something.</p> <p>Guided practice</p> <p>Distribute a card to each student of either the image or word of singular and plural nouns. Students match the images and words. For example, the student with the word card "hat" finds the student with the image of a hats.</p>	5 mins	<p>Students will be assessed on Identifying singular and plural by adding 's'</p>	<p>Flash cards/ppt</p>	
	10 mins				
	20 mins	flashcard			

	<p>Focused task: Ask students to open book page no 81. Ask the names of given things. Help them to add 's' to given words to make them plural. As the students are doing work walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What is this?") And encourage each student to tell it's singular or plural.</p> <p>Wrap Up: Practice singular plural with classroom objects.</p> <p>Reflection :</p>	5 mins		Book pg.no. 81
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Language & Literacy		Class: Nursery	Title: days of the week	Day: 5	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>Identify days of the week names and their sequence</p>	<p>Recap: Reinforce singular plural through ppt/flashcard.</p> <p>We Are Learning to: Identify the days of the week and their sequence.</p> <p>What I am looking for: How well you identify the days of week and its sequence.</p> <p>Gained skill: This will help us to improve our reading and listening speaking skills.</p> <p>Introduction: Play days of the week song: https://youtu.be/LlQsyHoludQ Sing and repeat song with students 2 or 3 times. Tell students today we are going to learn days of the week. Tell them we have seven days in a week. Ask them to count on fingers when you are saying, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Encourage students to repeat after you while counting on fingers. Do this practice twice. Ask what day is today?</p> <p>Guided practice: Paste the days of week flashcard randomly on board. Ask students do you think that days of the week are in correct order? If they say yes, ask them to repeat the sequence and if the say no , invite one by one to come on board and paste the days of week in correct order.</p>	<p>3 mins</p> <p>5mins</p> <p>30 mins</p>	<p>Students will be assessed on</p> <p>Identifying days of the week names and their sequence</p>	<p>Flashcards</p> <p>Flashcards (days of week)</p>	

Focused Task:

Ask students to open book page no 82 help them to read aloud days of the week by putting finger on them. Read all days of the week with syllable breakdown.

Provide students a worksheet and ask to match days of week.

Wrap up:

Reinforce days of the week with students.

Reflection :

Homework:

Do worksheet pasted on copy or teacher can do copy making a day before with help of given worksheet.

2 mins

Book pg.no 82








Copy work

sample worksheet

MATCH THE DAYS OF THE WEEK

MONDAY	TUESDAY
TUESDAY	THURSDAY
WEDNESDAY	FRIDAY
THURSDAY	MONDAY
FRIDAY	SUNDAY
SATURDAY	WEDNESDAY
SUNDAY	SATURDAY

Directions: Find each word below and write the missing part by adding

	apple	apple___
	ball	ball___
	frog	frog___
	plate	plate___
	book	book___
	chick	chick___
	tree	tree___