| language & | Title: long vowel e (ea) Day: | 1 | Class: Kin | dergarten |
|------------------|---|---------|---------------------|--------------------------|
| literacy | | | | |
| Learning | Activity Plan/Methodology | Time:40 | Assessment of | Resources |
| Outcomes | | minutes | Learning | |
| Upon the | Recap:Write long vowel e (y) words on board and ask students, which long | 5 mins | Students will be | |
| completion of | vowel sound, is in these words. | | assessed on | |
| this lesson, | We Are Learning to: Identify long vowel e (ea) word family and write them | | identify long vowel | flash cards |
| Students will be | What I am looking for: How well you identify the pictures and its long | | e (ea) | |
| able to: | vowel sound. | | | |
| | Gained skill: This will help us to improve our listening, speaking and | | | |
| identify long | reading, writing skills. | | | |
| vowel e | Introduction: Play video : https://youtu.be/8Mivzkz0yBU | 10 mins | | |
| (ea) | Tell students we are going to learn the 'ea' sound. Do you remember that | | | |
| | when two vowels go walking, the first one does the talking? The second vowel | | | |
| | stays quiet, and the first one says its name. Introduce 'ea' as a vowel team. | | | |
| | Show the picture of a boy reading something and ask what the boy is doing. | | | picture and letter flash |
| | Tell the students that the boy is reading a book. Write the word "read" on | | | card. |
| | the board. Read the word with sound and blend the sounds. Ask students if | | | |
| | they can hear the 'e' sound in the word read. Show some pictures of long e | | | |
| | words and read with the students. Practice with different words such as | | | |
| | eat, sea, tea, meat, seat, bead | 20 mins | | |
| | Guided practice: Divide class in-group of 3/4. Provide each group some | 20 mins | | 1 |
| | pictures and letters flash cards with 'ea' flashcard. Ask them to say the | | | |
| | name of picture and make long e word with given letters. Observe students | | | |
| | to ensure that they are all participating in this activity. | | | |
| | Provide students beads and thread. Demonstrate how to thread the beads. | | | |
| | Ask them to thread the beads and say the word 'bead' | 5 mins | | |
| | Focused Task: Ask students to open copies. Write 'ea' words on board, read | | | |

| | l blend them. Write at least 5 words with 'ea'. Eat, heat, weak, east (Note: take help from given ay word family list) |
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| Wrap up: Ask | tudents to tell some long e (ea) words. |
| Reflection : | |
| Homework: C.V | is H.W |

| language & | Title: long vowel e | Day: 2 | | Class: Kind | lergarten |
|------------------|--|-------------|-----------|----------------------|--------------------------------|
| literacy | | | | | |
| Learning | Activity Plan/Methodology | | Time:40 | Assessment of | Resources |
| Outcomes | | | minutes | Learning | |
| Upon the | Recap:Write long vowel e (ea) words on board and ask students, v | which long | 5 mins | Students will be | |
| completion of | vowel sound, is in these words. | | | assessed on | |
| this lesson, | We Are Learning to: Identify long vowel e (ee) word family and w | rite them | | identify long vowele | flash cards |
| Students will be | What I am looking for: How well you identify the pictures an | id its long | | (ee) | |
| able to: | vowel sound. | | | | |
| | Gained skill: This will help us to improve our listening, spea | aking and | | | |
| identify long | reading, writing skills. | | | | |
| vowel e | Introduction: Play video :https://youtu.be/du.3incCU6Xc | | 10 mins | | |
| (ee) | Today we are going to learn a new sound and students will be sho | | 10 110010 | | |
| | from the flashcards. Teacher will tell the story and high light the | words | | | |
| | having <ee> sound in them. Encourage students to form a simple s</ee> | sentence | | | |
| | and write it on board. On board teacher will display HFW (high f | frequency | | | picture and letter flash card. |
| | words) like this, that, are, is or it so that students can write it | | | | |
| | independently while doing copy work. | | | | |
| | Action: | | | | |
| | The students pretend that their hands are the donkey's ears. Thei | r hands | | | |
| | point straight up for the/ee/ sound and point down for/ee/. | | 20 . | | |
| | STORY | | 20 mins | | |
| | Some sheep and donkey live next to a cornfield. One August morni | ing, some | | | |
| | children bring carrots for the donkey. He is very pleased to see the | . children | | | |
| | and greets them, braying/ee,or/. | | | | |
| | Guided practice: Paste the pictures of feet, tree, bee and seed on the | | | | |
| | After that the students will encourage to tell the name of the pictu | | 5 mins | | |
| | students will say the words. Teacher will ask the students do they | know any | J IIIIIIS | | |
| | word which has /ee/. Then teacher will show them flash cards of | different | | | |

picture having /ee/ sound. Then teacher will ask the student come on the board and write the word which has \ee\ sound. Then teacher will show them song and vocabulary words. Then teacher will take them towards the blending line and show them the picture and ask them to say the word...ask which sound is coming first and then in the middle and in the end....put the letter on blending line and encourage them to read them blending and segmenting.

Focused Task: Students will write four words on the copy of \ee\ sound and make one sentence with the word.

Wrap up: Teacher will ask the student tell at least two words with\ee\ soundand use them in your sentence.

Reflection:



| language & | Title: long vowel e Day: | 3 | Class: Kinde | rgarten |
|------------------|--|-----------|------------------|--|
| literacy | | | | |
| Learning | Activity Plan/Methodology | Time:40 | Assessment of | Resources |
| Outcomes | | minutes | Learning | |
| Upon the | Recap:Write long vowel e (ee) words on board and ask students, which long | 5 mins | Students will be | |
| completion of | vowel sound, is in these words. | | assessed on | |
| this lesson, | We Are Learning to: Identify long vowel e (ie) word family and write them | | identify long | flash cards |
| Students will be | What I am looking for: How well you identify the pictures and its long | | vowel e | |
| able to: | vowel sound. | | (ie) | |
| | Gained skill: This will help us to improve our listening, speaking and | | | |
| identify long | reading, writing skills. | | | picture and letter flash |
| vowel e | Introduction: Play video :https://youtu.be/esc6yoAU5yU | 10 mins | | card. |
| (ie) | Today we are going to learn new sound /ie/. Show pictures of /ie/ sound | 10 116163 | | basket |
| | and tell their names. Write the word chief on the board. Ask students to | | | s and latters |
| | say the beginning, middle and ending sound and blend them to make the | | | The voxel continuing to consorting to the voxel continuing to consorting a mobile the larger fet sound, on the clief. |
| | word. Practice with thief, field, niece, brief, piece, shield | | | Circle at the words with this sound combination that make the long (#) sound. |
| | Guided practice: put ie words in one basket and pictures in other basket. | | | |
| | Divide class in group of 2. One group will show the picture and other group | | | field read brief |
| | will find out the picture word. Both groups will do this activity alternatively. | | | need achieve meal |
| | Then teacher will take them towards the blending line and show them the | | | wheel |
| | picture and ask them to say the wordask which sound is coming first | | | -KIDS |
| | and then in the middle and in the endput the letter on blending line | 20 mins | | |
| | and encourage them to read them blending and segmenting. | | | |
| | Focused Task: provide students worksheet and ask them to circle the long | | | |
| | vowel e (ie) words | | | u al ine |
| | Wrap up: Teacher will ask the student tell at least two words with\ie\ | | | BlendingLine |
| | soundand use them in your sentence. | | | |
| | | 5 mins | | The same of the sa |
| | | | | Por |

| Reflection: | | |
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| Home work: Write 5 /ee/sound words on your copy and make one simple sentence. | | |
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| language & | Title: long vowel e Day | : 4 | Class: Kinde | ergarten |
|------------------|--|---------|------------------|--------------------------|
| literacy | | | | |
| Learning | Activity Plan/Methodology | Time:40 | Assessment of | Resources |
| Outcomes | | minutes | Learning | |
| Upon the | Recap:Write long vowel e (ie) words on board and ask students to read. | 5 mins | Students will be | |
| completion of | We Are Learning to: Identify long vowel e (ey) word family and write then | n | assessed on | |
| this lesson, | What I am looking for: How well you identify the pictures and its lon | ug | identify long | flash cards |
| Students will be | vowel sound. | | vowel e | |
| able to: | Gained skill: This will help us to improve our listening, speaking an | d | (ey) | |
| | reading, writing skills. | | | |
| identify long | Introduction: Play video :https://youtu.be/esc6yoAU5yU | | | picture and letter flash |
| vowel e | Today we are going to learn new sound /ey/. Reinforce when two vowels | 10 mins | | card. |
| (ey) | come together the first vowel say its name and the other remain quiet. | | | |
| | Write the word key on the board like k-ey. Ask students to say the sound | | | |
| | and blend the word. Practice with different words such as monkey, honey, | | | |
| | donkey, chimney | | | |
| | Guided practice Provide students play dough and picture flashcard of | | | |
| | /ey/sound. Ask them to look at the picture, say its name and make the | | | |
| | word with play dough. Take them towards the blending line and show then | n | | |
| | the picture and ask them to say the wordask which sound is coming firs | st | | |
| | and then in the middle and in the endput the letter on blending line | | | playdough |
| | and encourage them to read them blending and segmenting. | 20 mins | | |
| | Focused Task: Use LaSaCaWaC (look and say and cover and write and | | | |
| | check) method for /ey/sound words. Ask students you have to look the | | | |
| | word written on the board then say it. Teacher will cover the word and | | | |
| | students will write on their copies and check if they have written correct | | | |
| | spelling. | _ | | |
| | | 5 mins | | |
| | | | | |

| Wrap up: Teacher will ask the student tell at least two words with\ey\soundand use them in your sentence. | | |
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| Reflection | | |
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| language & | Title: long vowel e Day: | 5 | Class: Kinde | rgarten |
|------------------|--|-----------|------------------|--------------------------|
| literacy | · · | | | |
| Learning | Activity Plan/Methodology | Time:40 | Assessment of | Resources |
| Outcomes | | minutes | Learning | |
| Upon the | Recap: Write long vowel e (ey) words on board and ask students, which long | g 5 mins | Students will be | |
| completion of | vowel sound, is in these words. | | assessed on | |
| this lesson, | We Are Learning to: Identify long vowel e (ea,ee,ie, ey) word family and | l | identify long | flash cards |
| Students will be | write them | | vowel e | |
| able to: | What I am looking for: How well you identify the pictures and its long | 9 | ea, ee ie, ey) | |
| | vowel sound. | | | |
| identify long | Gained skill: This will help us to improve our listening, speaking and | ł | | picture and letter flash |
| vowel e | reading, writing skills. | 10 mins | | card. |
| (ea, ee ie, ey) | Introduction: Play video :https://youtu.be/Crc8zR3xiU8 | 10 110010 | | |
| | Today we are going to revise long vowel e word families (ea, ee, ie, ey). | | | |
| | show the picture flashcard and encourage student them to identify long | | | |
| | vowel e word family and tell the spellings | | | |
| | Guided practice: Hide long e word family (ea, ee,ie, ey) words flashcards in | | | worksheet / copy |
| | the class. Write /ea/, /ee/, /ie/, /ey/ on the board. Ask students to find | 20 mins | | making |
| | the words and read the word. Paste under the correct sound | | | making |
| | Focused Task: Provide students work sheet and ask them to complete words | | | |
| | with correct long e word family. (teacher can do copy making such as tr, | | | |
| | br—d, k, fld | | | |
| | | | | |
| | Wrap up: Teacher will ask the student tell at least two words with \ee/, | 5 mins | | |
| | /ea//ie/, /ey\ soundand use them in your sentence. | | | |
| | Reflection: | | | |
| | Home work: Do book page | | | |