


language & literacy	Title: long vowel e (ea)	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>identify long vowel e (ea)</p>	<p>Recap: Write long vowel e (y) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel e (ea) word family and write them</p> <p>What I am looking for: How well you identify the pictures and its long vowel sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Play video :https://youtu.be/8Mivzkz0yBU</p> <p>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. Tell the students that the boy is reading a book. Write the word "read" on 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</p> <p>Guided practice: Divide class in-group of 3/4. Provide each group some 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.</p> <p>Provide students beads and thread. Demonstrate how to thread the beads. Ask them to thread the beads and say the word 'bead'</p> <p>Focused Task: Ask students to open copies. Write 'ea' words on board, read</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identify long vowel e (ea)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> 

with sounds, and blend them. Write at least 5 words with 'ea'. Eat, heat, beak, peak, sea, weak, east (Note: take help from given ay word family list)

Wrap up: Ask students to tell some long e (ea) words.

Reflection :

Homework: C.W is H.W

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



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\ sound and use them in your sentence.

Reflection :



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 long vowel e (ie)</p>	<p>Recap: Write long vowel e (ee) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel e (ie) word family and write them</p> <p>What I am looking for: How well you identify the pictures and its long vowel sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Play video :https://youtu.be/esc6yoAU5yU</p> <p>Today we are going to learn new sound /ie/. Show pictures of /ie/ sound and tell their names. Write the word chief on the board. Ask students to say the beginning, middle and ending sound and blend them to make the word. Practice with thief, field, niece, brief, piece, shield</p> <p>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 will find out the picture word. Both groups will do this activity alternatively. 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.</p> <p>Focused Task: provide students worksheet and ask them to circle the long vowel e (ie) words</p> <p>Wrap up: Teacher will ask the student tell at least two words with \ ie \ sound and use them in your sentence.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identify long vowel e (ie)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> <p>basket</p>  

Reflection :

Home work: Write 5 /ee/sound words on your copy and make one simple sentence.

language & literacy	Title: long vowel e	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>identify long vowel e (ey)</p>	<p>Recap: Write long vowel e (ie) words on board and ask students to read.</p> <p>We Are Learning to: Identify long vowel e (ey) word family and write them</p> <p>What I am looking for: How well you identify the pictures and its long vowel sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Play video :https://youtu.be/esc6yoAU5yU</p> <p>Today we are going to learn new sound /ey/. Reinforce when two vowels come together the first vowel say its name and the other remain quiet.</p> <p>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</p> <p>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 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.</p> <p>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.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identify long vowel e (ey)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> <p>playdough</p>

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

Reflection

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language & literacy	Title: long vowel e	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 long vowel e (ea, ee ie, ey)</p>	<p>Recap: Write long vowel e (ey) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel e (ea, ee, ie, ey) word family and write them</p> <p>What I am looking for: How well you identify the pictures and its long vowel sound.</p> <p>Gained skill: This will help us to improve our listening, speaking and reading, writing skills.</p> <p>Introduction: Play video :https://youtu.be/Crc8zR3xiU8</p> <p>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</p> <p>Guided practice: Hide long e word family (ea, ee, ie, ey) words flashcards in the class. Write /ea/, /ee/, /ie/, /ey/ on the board. Ask students to find the words and read the word. Paste under the correct sound</p> <p>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--, f--ld</p> <p>Wrap up: Teacher will ask the student tell at least two words with \ee/, /ea//ie/, /ey\ sound and use them in your sentence.</p> <p>Reflection :</p> <p>Home work: Do book page.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identify long vowel e (ea, ee ie, ey)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> <p>worksheet / copy making</p>