

language & literacy	Title: long vowel i	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 i (ie)</p>	<p>Recap: Write long vowel e (y,ea,ee, ie, y) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel i (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/6Z9-hgouQHY</p> <p>Today we are going to learn long vowel i sound /ie/ Teacher will tell the story and high light the words having <ie> sound in them. Write the word pie on the board. Ask students to read and blend the sounds. Write a sentence on the board: This is a hot pie. Practice with different words such as tie, die, lie .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 to be a sailor, saluting and saying, ie, ie/!</p> <p>STORY</p> <p>A boy is going to a party. Everyone will be wearing costumes. The boy wants to dress up as a sailor, like his dad. His dad gives him a sailor’s hat and shows him how to salute. The boy stands to attention and salutes, saying /ie, ie/</p> <p>Guided practice: Place letter flash cards on table and picture flashcard in basket. Ask students to come, pick and say the name of picture. Join the</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 i (ie)</p>	<p>flash cards</p> <p>picture and letter flash card.</p>

letters to make picture word. (flies, fries, dries, tie, pie. 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.

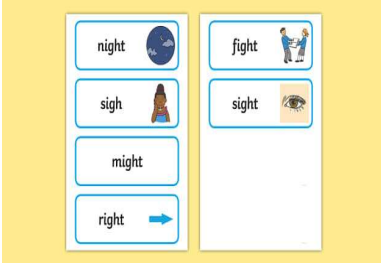
Focused Task: Students will write four words on the copy of \ie\ sound and make one sentence with the word.

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

Reflection :

home work: C.W is H.W



language & literacy	Title: long vowel i	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 i (igh)</p>	<p>Recap: Write long vowel e (y,ea,ee, ie, y) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel i (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/3UVtOaeBIDg</p> <p>Show the students the flash card 'igh', and repeat the /igh/ sound these three letters make, encouraging the students to join in. Show them the 'light' card and say: The light is on! Turn on the light in the classroom and point to the light. Turn off the light, saying: The light is off. They will be told that today we are going to learn a new sound and they will be shown /igh/ from the flashcard. Practice with different words such as bright, tight, fight, light. Reinforce that igh has one sound that is long i sound.</p> <p>Guided practice</p> <p>Teacher will paste the pictures of high, flight, bright and fight 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 /igh/. Then teacher will show them of flash cards of different picture having /igh/ sound. Then teacher will ask the student come on the board and write the word which has \igh\ sound. 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</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 i (igh)</p> <p>flash cards</p> <p>picture and letter flash card.</p> 

and encourage them to read them blending and segmenting.

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

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

Reflection :

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language & literacy	Title: long vowel i (y)	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>identify long vowel i (y)</p>	<p>Recap: Write long vowel i (ie, igh) words on board and ask students which long vowel sound is in these words.</p> <p>We Are Learning to: Identify long vowel i (y) 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:https://youtu.be/JuOVnhVyQDY</p> <p>Ask students today we are going to learn y as long isound. Show the picture of fry and ask students what is in the picture? Tell students the word is fry. Read the word with sound and blend the sound. Ask students can you hear i sound in word fry? In word fry, y is used as long i sound. Practice with different words such as try, dry, by, my, apply, shy</p> <p>Guided practice:Provide students white boards and markers. Write words (by, fry, try, why, shy, sky) on board and circle the long 'i' sound in these words</p> <p>Focused Task:Students will write four words on the copy of \y\ sound and make one sentence with the word.</p> <p>Wrap up:Ask students to tell some long i (y) words.</p> <p>Reflection :</p> <p>homework : look at the pictures and right /igh/ words</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 i (y)</p>	<p>flash cards</p> <p>mini white boards markers</p>

Language & Literacy		Title: long vowel i	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>long vowel i (i-e)</p>	<p>Recap: Write long vowel i (y) words on board and ask students to read</p> <p>We Are Learning to: Identify long vowel i (i-e) words and write them</p> <p>What I am looking for: How well you identify the picture 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/CWLaH6XE7UQ Show students the flash card 'i-e', and repeat the /i-e/ sound these two letters make, encouraging the students to join in. Show them the 'bike' card and sound out b-i-k-e. Recall them when two vowels come together in a word, the first vowel says its name and second remain quiet.</p> <p>Guided practice: Hide /i-e/ words in class. Ask students to look for /i-e/ words. Read them and tell which long sound they have. Paste the word flashcard on board. Write words (fire, tire, wire, price, bride, mice and lice on the board. Ask students to come and circle long vowel sound in given words.</p> <p>Focused Task: Ask students to open copies. Teacher will say some words of /i-e/ sound and students will write them on copy by listening. Write Hi frequency words this / that/ it, is, are on board so students can make simple sentence with / i.-e/</p> <p>Wrap up: Ask students to tell some /i-e/words</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 Identifying 'long vowel i (i-e)</p>	<p>words Flash cards</p>	

Language & Literacy		Title: long vowel i	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>long vowel i (ie, igh,i-e y)</p>	<p>Recap: Write long vowel (ie, igh, y) words on board and ask students to read</p> <p>We Are Learning to: Identify long vowel i (ie, igh, i-e, y) words and write them</p> <p>What I am looking for: How well you identify the picture 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/U6OsQQxbO4I</p> <p>Tell students today we are going to revise long i word families (ie, igh,i-e, y). Show the flashcard of /ie/, /igh/, /i-e/ /y/ sound. Tell students these word families has long 'i' sound Draw a line on the board and write 'ie, igh and 'y'. Tell students these word families has long 'i' sound. Invite them on board and ask to write one word for each family.</p> <p>Guided practice: Divide class in-group of 4. Provide students playdough. Give each group a sound of long vowel i and make words with playdough. Use different colour of playdough for vowel tem.</p> <p>Focused Task: Ask students to open copies. Teacher will say some words of long i sound and students will write them on copy by listening. Write Hi frequency words this / that/ it, is , are on board so students can make simple sentence with long vowel i.</p> <p>Wrap up: Ask students to tell some long a (a-e, ai)words</p> <p>Reflection :</p> <p>Homework: 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 identifying 'long vowel i (ie, igh, i-e, y)</p>	<p>Flash cards</p> <p>play dough</p>	