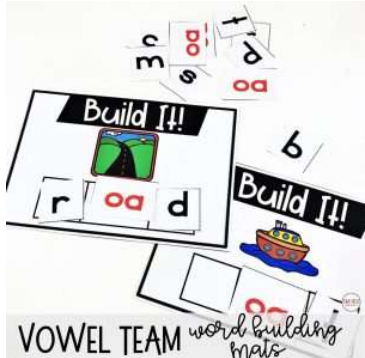


Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify long vowel o (oa)</p>	<p>Recap:Write long vowel e (y,ea,ee, ie, y) words on board and ask students, which long vowel sound, is 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/SRJ_VCOPVXL</p> <p>Show the students the flash card 'oa', and repeat the /oa/ sound these two letters make, encouraging the students to join in.Show them the 'boat' card and sound out b-oa-t .Practice with different words such as oat, toad, road, toast, soap. Reinforce that oa has one sound that is long o sound. Tell students this vowel time /oa/ usually come in the middle of the words.</p> <p>Action:Bring a hand over your mouth, as if something has gone wrong, and say oh!</p> <p>Story: A goat is very angry. The birds and squirrel in the oak tree are stealing his oats. He butts the oak tree hard and Crush! The tree falls on the goat. Some passing children see what happens and say, /oa/!They ran to the farmer who frees the goat.</p> <p>Guided practice</p> <p>Make vowel team /oa/ words building mats with the help of given picture. Place these words mats and letter flashcards on table. Invite students in pairs. Give each a word building mat. Ask them to say a name of picture and build a word with help of letter flashcards. 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</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 o (oa)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> 

in the end...put the letter on blending line and encourage them to read them blending and segmenting.

Focused Task: Provide students worksheet and help them to complete it. (teacher can do copy making with help of worksheet)

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


Reflection :

Homework: Write 5 words with /oa/ sound on copy and make a simple sentence.

Name: _____ Date: _____


My oa worksheet

Circle the pictures that have an oa sound.




Match the words to the pictures.

loaf goat toad soap





Spell the words.




c		t	g		l	r		d
---	--	---	---	--	---	---	--	---

Read the sentences to an adult.

The coat is re 

I can see a toad. 

language & literacy	Title: long vowel O	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 o (oe)</p>	<p>Recap:Write long vowel o (oa) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel o (oe) 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/xRk2LAYcEBU?t=2</p> <p>Show the students the flash card 'oe', and repeat the /oe/ sound these two letters make, encouraging the students to join in.Show them the 'shoe' card and sound out shoe .Practice with different words such as toe, foe, doe, aloe, potatoes and tomatoes. Reinforce that oe has one sound that is long o sound. Tell students this vowel time /oe/ usually come in the end of the words.</p> <p>Guided practice: Write oe words on the board. Ask students to come and circle long o sound in the written 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.</p> <p>Focused Task:Ask students to open copies and writ at least5 words with sound /oe/</p> <p>Wrap up:Teacher will ask the student tell at least two words with \ oe\ soundand use them in your sentence.</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 identify long vowel o (oe)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> <p>markers</p>

language & literacy	Title: long vowel O	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 o (ow)</p>	<p>Recap: Write long vowel o (oe) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel o (ow) 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/83nSSKyKdMw</p> <p>Tell the students they are going to learn some new sounds. Refer to Old MacDonald's cows. Show them the 'cow' word and sound out the letter sounds (c-ow). Show them the 'ow' flash card. Practice with different words such as crow, slow, yellow, show, and brown. Reinforce that ow has one sound that is long o sound.</p> <p>Guided practice: Teacher will provide the wheel of the /ow/ sound to the students and ask them to make the words with it. Explain that you have to read /ow/ sound as many as you can.</p> <p>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: Ask students to open copies and write at least 5 words with sound /ow/</p> <p>Wrap up: Teacher will ask the student tell at least two words with \ow\ 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 o (ow)</p>	<p>flash cards</p> <p>picture and letter flash card.</p> 

	<p>Reflection :</p> <p>Homework: do book page.....</p>			
--	--	--	--	--

language & literacy	Title: long vowel u	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 u (ue)</p>	<p>Recap: Write long vowel (ow) words on board and ask students, which long vowel sound, is in these words.</p> <p>We Are Learning to: Identify long vowel u (ue) 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/fWsKjQyNMik</p> <p>Show the students the flash card 'ue', and repeat the /ue/ sound these two letters make, encouraging the students to join in. Show them the 'blue' card and sound out bl-ue .Practice with different words such as clue, cue, argue, fuel. Reinforce that ue has one sound that is long u sound..</p> <p>Action: the children point to each other , saying, /ue,ue,ue/</p> <p>Story: A magician goes to a boy birthday party. He brings a huge magic box with the unicorn on the side. First, he does a few card tricks. Then he points to the birthday boy and says, 'you, you do the next trick! Everyone is amused and shouts, You! The boy waves the magic wand and cries, / ue, ue, ue/. As if on cue, a rabbit appears!</p> <p>Guided practice</p> <p>Place letter flash cards on table and picture flashcard in basket. Ask students to come, pick and say the name of picture. Join the letters to make picture words with /ue/ 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</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 u (ue)</p>	<p>flash cards</p>

	<p>end. ...put the letter on blending line and encourage them to read them blending and segmenting.</p> <p>Focused Task:ask students to write at least 4 words with /ue/ sound in their copies</p> <p>Wrap up:Teacher will ask the student tell at least two words with \ ue \ sound and use them in your sentence.</p> <p>Reflection :</p> <p>Homework:</p>			
--	--	--	--	--

Language & Literacy	Title: long vowel u	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 u (oo)</p>	<p>Recap: Write long vowel u (ue) words on board and ask students to read</p> <p>We Are Learning to: Identify long vowel u (oo) 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/ONgqexO8gY Show the students the flash card 'oo', and repeat the /oo/ sound these two letters make, encouraging the children to join in. Show them the 'moon' card and say: Is there a man in the moon? Draw a full moon on the board and add a face. Say, Here's the man in the moon, encouraging the children to join in. Practice with more words book, wood, zoo, foot, and hook. Tell students that oo has long vowel u sound.</p> <p>Guided practice: Write /oo/ sound words on the board and invite students to come and circle long vowel u sound. Encourage students to blend the sounds to make words (school, room, balloon, boot, roof, cool, zoo, foot, fool, tooth) give blank paper , letter flash cards and round shaped cereal to students. Ask them to make /oo/ words with given materials</p> <p>Focused Task: Ask students to open book page. Read the long vowel sounds loudly. Ask them to complete book page. ...by writing long vowel u word family.</p> <p>Wrap up: Ask students to tell some /oo/ words</p> <p>Reflection :</p> <p>homework: Write 5 /oo/ words on copy.</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 u (oo)</p>	<p>words Flash cards</p> 