

Language & Literacy		week : 19	Letter "m"	Day: 1	Class: Play group		
Learning Outcomes	Activity Plan/Methodology			Time: 40 mins	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the name, sound, action, vocabulary and formation of small letter 'm'	Recap: Play and sing 'abcd' song with students. https://youtu.be/kVwrNKUw7sg. Students will be shown letters "a", "b", "c", "d", "e", "f", "g", "h", "i", "j", "k" and "l" flashcards and will be asked to recall their names, sounds and action. Teacher can revise pg no 1 to 7 in 2 or 3 days. We Are Learning to: Identify the letter 'm', its sound, action and its related vocabulary. Formation of small letter 'm' with a correct sequence of movement. What I am looking for: How well you identify the letter 'm' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Introduce small letter 'm'. Explain that 'm' is the thirteenth letter of the alphabet. Introduce the sound of letter 'm' pointing towards each student. Tell your students that you are thinking of a mystery letter. Invite them to guess the letter with the following prompts: The opposite of happy (mad), something to clean the floor (mop), something shining in the sky at night (moon), something to catch a baseball with (mitt), something you may need if you are lost (map), and something that makes your shoes messy (mud). Play and sing jolly phonics letter 'm' song https://www.youtube.com/watch?v=NOqNSIsvfA Sing along the song with students two or three times and reinforce the sound with letter 'm' action. Ask them to repeat the name of the letter. Ask them to repeat sound several times. Introduce letter 'm' vocabulary through flash cards. (milk, moon, mulberry, mouse) Show different vocabulary words begin with small letter 'm' through ppt/ flashcards. Show the students letter "m" vocabulary song https://youtu.be/gqg4ORQzwZg Focused task: Ask the students to open book page no 8. Draw their attention to the letter "m". Ask them to trace it with their pointing finger 2, 3 times. Encourage students to identify the letter "m" sound, words, and its action. Now open book pg. no 9 and tell them its vocabulary (milk, moon, mulberry, mouse). Ask the students can they tell the name of any other thing that start with letter "m". Provide the worksheet of monster to all students. Ask the students do the colour in monster and paste the googly eye on its face. Ask the students "m" is for monster. Circle around the class and help them to colour the monster. . . Wrap up: Show the flashcards and ask the vocabulary of letter "m" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letter 'm'	Flash cards	
				25 mins		Book pg. no 8, 9. Worksheet Of monster, googly eyes, glue	
				5 mins			



Student Name: _____ Date: _____

Colour the monster and paste its eye.

monster

m





Student Name: _____ Date: _____

Look at the pictures say their names and trace the letter 'm'.

m



monkey



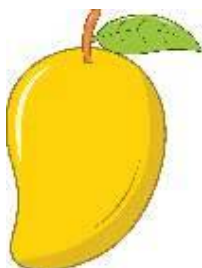
moon



mug



mitton



mango



mouse

Language & Literacy		week: 19	Letter "m"	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 mins	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap Teacher will show flashcards of letter 'm' and all vocabulary words. Play and sing jolly phonics letter 'm' song with action. Show them puppet sticks to recap the letter 'm' story. We Are Learning to: Identify the letter 'm', its sound, action and its related vocabulary. Formation of small letter 'm' with a correct sequence of movement. What I am looking for: How well you identify the letter 'm' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Tell the students today we will learn how to write the letter "m". Write the letter with your finger in the air, explaining your movements as you do so (e.g Short line down, draw a hump, draw a hump again). In particular, stress the starting point, you don't remove your finger from the drawing when you write the letter. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing letter 'm' in the palm of your hand. Focused task: Provide the students the paper plate. Ask them do the red colour and let it dry. Then provide the white circles of different sizes and ask them paste it on plate. After this ask them glue the role stick it on bottom of plate and colour the bottom of role green encourage students to say "m" is for mushroom. Ask the students to open book page no 11. Ask them can they tell the name of the object which start with letter "m". Tell them it is a mirror. Tell them we can see ourselves in the mirror. Draw the lines on whiteboard and tell them the formation of letter 'm'. Then ask them trace letter on pg. no 11. Walk around the class and help the students to trace the letter 'm'. Wrap up: Ask the students make the letter 'm' in air with your finger many times Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letter 'm'	Flash cards
Identify the name, sound, action, vocabulary and formation of small letter 'm'				5 mins		Paper plates, empty tissue role, paint brush, red green poster colour, white circles of different sizes glue
				25 mins		 Book pg. no 11
				5 mins		

Language & Literacy		week: 19	Letter "m"	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 mins	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to:	Recap Show the flashcard of letter "m" and ask which letter is this? Reinforce the sound and action of the letter 'm'. Recall all vocabulary through flashcards. We Are Learning to: Identify the letter 'm', its sound, action and its related vocabulary. Formation of small letter 'm' with a correct sequence of movement. What I am looking for: How well you identify the letter 'm' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills.			5 mins	Students will be assessed on identifying the name, sound, action, vocabulary and formation of small letter 'm'	Flash cards
	Introduction: Tell the students today we will learn how to write the letter "m". Write the letter with your finger in the air, explaining your movements as you do so (e.g. Short line down, draw a hump, and draw a hump again). In particular, stress the starting point, you don't remove your finger from the drawing when you write the letter. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing letter 'm' in the palm of your hand.			5 mins		
	Focused task: Place salt tray on a small stool. Invite students one by one to take turns and trace letter 'm' on salt with their index finger. Place basket of pictures flashcards begin with letters 'a - m'. Invite each student to come and sort only letter "m" flashcards. Say its name and sound...Draw 4 lines on board, show the formation of lower case letter 'm'. Encourage students to come and trace on the board with correct formation within four lines.			25 mins		
	Reflection: Ask the students to open book pg. no 12. Draw the lines on whiteboard and tell them the formation of letter 'm'. Then ask them trace letter on pg. no 12. Walk around the class and help the students to trace the letter 'm'. Wrap up: Ask the students make the letter 'm' in air with your finger many times.			5 mins		
						Book pg. no 12

Language & Literacy		week: 19	Letter "m"	Day: 5	Class: Play group		
Learning Outcomes	Activity Plan./Methodology			Time: 40 mins	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify the name, sound, action, vocabulary and formation of small letter 'm'	Recap: Show the flashcard of letter 'm' and ask which letter is this? Reinforce the sound and action of the letter 'm'. Recall all vocabulary through flashcards. We Are Learning to: Identify the letter 'm', its sound, action and its related vocabulary. Formation of small letter 'm' with a correct sequence of movement. What I am looking for: How well you identify the letter 'm' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Organize sand letter prior to tracing letter 'm' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to write your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other practice techniques, writing letter 'm' in the palm of your hand and back of your friend. Focused task: Draw the lines on whiteboard and tell them the formation of letter 'm'. Ask students to open their copies. Trace letter 'm' on copy. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each letter without eliminating their pencil from the page Mango/muffin party: Teacher can send a note to parents to send one mango with your child. Ask the students today we will make the mango shake for our mango party. Pour milk and mango in blender. Add some sugar. Blend it well. Ask students to help you serve the shake. Introduce the related vocabulary (mango, yellow, big, sweet, pour, milk, drink, peel). If there is no summer season teacher can arrange a muffin and milk party for students. Ask one day before to each student bring one muffin and small carton of milk. Wrap up: Ask the students the sound, action and vocabulary of letter 'm'. Ask them make the letter 'm' in air with your finger many times. Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letter 'm'	Flash cards	Copy work
				25 mins			
	Homework: Do the copy work.			5 mins		Mango/muffin, plates, spoons	Copy work