

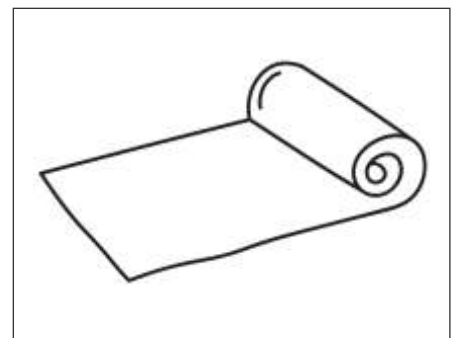
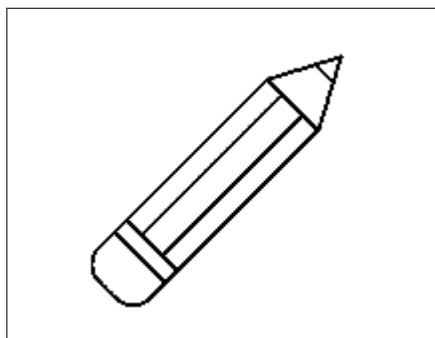
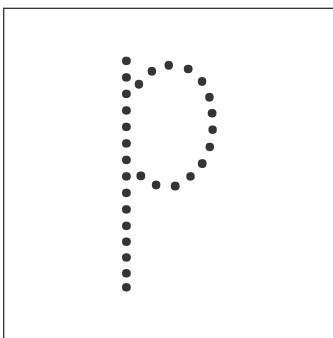
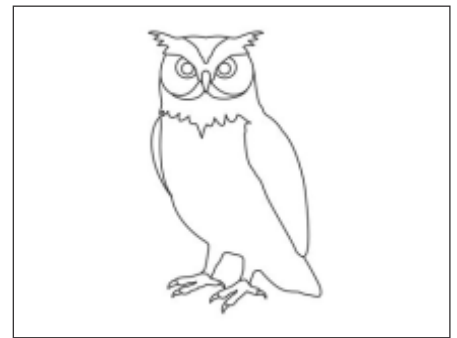
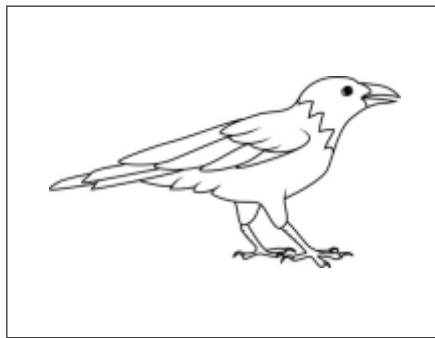
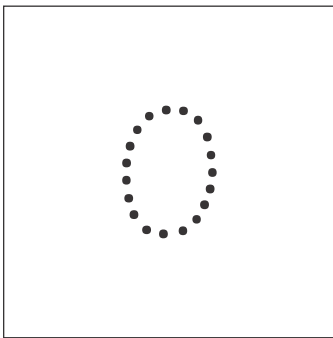
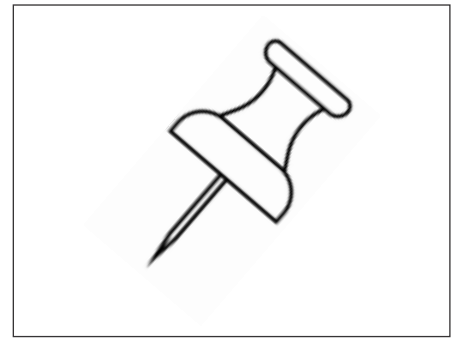
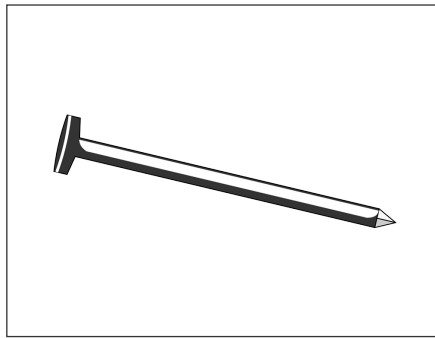
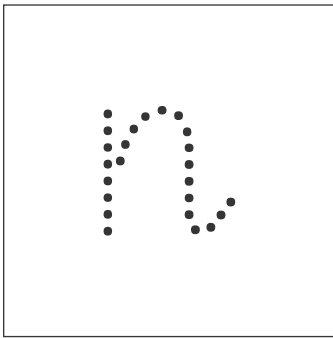
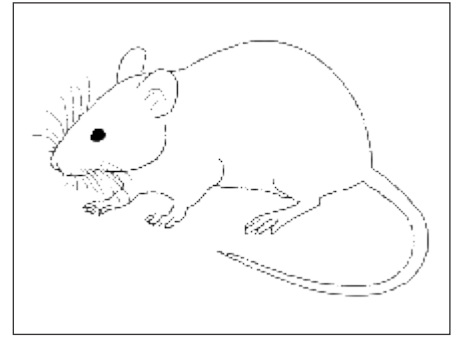
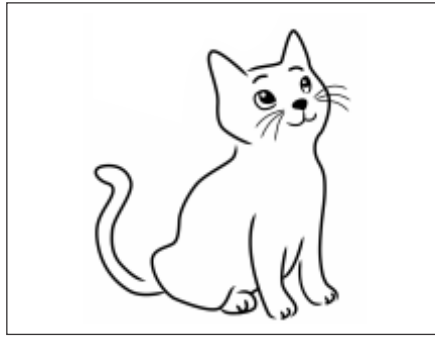
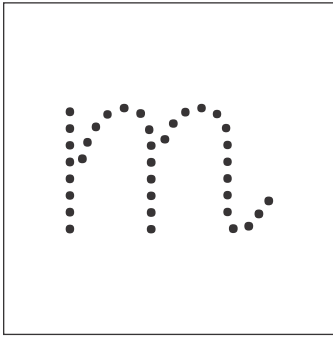
Language & Literacy		week : 23	Revision m - p	Day: 1	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 mins	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the name, sound, action and vocabulary of small letters 'm - p'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj_6c. Students will be shown letters 'm - p' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters m- p jolly phonics song. We Are Learning to: Identify the letters m - p, their sound, action and their related vocabulary. Formation of small letters 'm - p' with a correct sequence of movement. What I am looking for: How well you identify the letters 'm - p' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Do a review of each letter by holding up alphabet flashcards – e.g. hold up the "m" flashcard and elicit its name, its sound and then elicit the picture on the other side. Teach the sound of the letter (e.g. "m" is for 'um' ... um - um - um"). Chorus again and check individually. Provide an example of an object that begins with the letter. Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e.g. "What's this?" (Elicit "m"). "And "m" is for...?" (Elicit "um"). "And 'um' is for ... (turning the card over) "mango!" Chorus the word and check individually. Do this for all the review letters (n, o, p). Focused task: Divide the class into four groups. Put the alphabets flashcards (m, n, o, p) and pictures flashcards on each table. Ask the students arrange the alphabets in order and find out the related vocabulary words picture) in front of it (pictures should be 4 for one alphabet). Hold up a letter flashcard and the students search around the room for an object beginning with that letter. (e.g. m - mask, n - necklace, p - pencil). Ask the students to open book pg. no 32. Draw their attention to the page. Ask them tell the name of pictures they can see on this page. Now ask them draw line and match the alphabet with related picture. Circle around the class and help them to draw line with related vocabulary. . Wrap up: Show the flashcards and ask the vocabulary of letters "m - p" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'm - p'	Flash cards

Language & Literacy		week : 23	Revision m – p	Day: 2	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 and vocabulary of small letters 'm – p'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c Students will be shown letters 'm – p' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a- d jolly phonics song. We Are Learning to: Identify the letters m – p, their sound, action and their related vocabulary. Formation of small letters 'm – p' with a correct sequence of movement. What I am looking for: How well you identify the letters 'm – p' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Do a review of each letter by holding up alphabet flashcards – e.g. hold up the "m" flashcard and elicit its name, its sound and then elicit the picture on the other side. Teach the sound of the letter (e.g. "m" is for 'um' ... um – um – um"). Chorus again and check individually. Provide an example of an object that begins with the letter. Double-sided flashcards with the letter on one side and a picture on the other are great for this. (e.g. "What's this?" (Elicit "m"). "And "m" is for...?" (Elicit "um"). "And 'um' is for ... (turning the card over) "monkey!" Chorus the word and check individually. Do this for all the review letters (n, o, p). Focused task: Give the letter flashcard to a student and get him/her to say the letter, sound and picture before passing back to you. Then do the same with some other students. Put the flashcard on the floor and ask individual students to pick it up, say the name, sound and picture and then give back to you. Ask the students to open book pg. no 33. Help the goat way to the market. Join letter in alphabetical order from m-p. Roam around in the class and help the students to join the letters from m-p correctly. Wrap up: Show the flashcards and ask the letters name, sound and action of letters "m – p" Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'm – p'	Flash cards	
				5 mins			Alphabet flashcards, pictures flashcards
				25 mins			Book pg. no 33.
				5 mins			worksheet



Student Name: _____ Date: _____

Trace the letter and colour the correct picture.



cat , rat , nail , pin , crow , owl , pencil , mat

Language & Literacy		week : 23	Revision m - p	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: Identify the name, sound, action vocabulary and formation of small letters 'm - p'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c Students will be shown letters 'm - p' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a- d jolly phonics song. We Are Learning to: Identify the letters m - p, their sound, action and their related vocabulary. Formation of small letters 'm - p' with a correct sequence of movement. What I am looking for: How well you identify the letters 'm - p' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Have everyone gather around you so they are close – have them sit on the floor with you, if possible. You want everyone to be close enough, so you can easily pass cards back and forth with them. Hold up an alphabet letter flashcard so all students can see it. Do a review of each letter by holding up alphabet flashcards – e.g. hold up the "m" flashcard and elicit its name, its sound and then elicit the picture on the other side. Chorus the letter 3 to 5 times. Then ask each student individually to say the letter. Do this for all the review letters (n, o, p). Focused task: Hold the flashcard letter up in front of each student and let them trace the letter on the card with their 'magic' finger. Then the teacher, using his/her magic finger, traces the letter in the air and the students follow suit. The teacher and the students can then use their magic fingers to trace the letter on all sorts of fun places. For example, "Draw 'm' on your hand. Now on the floor. Now on your partner's back. Now on your cheek. Now on the wall. Now on your foot" etc. Ask the students to open book pg. no 34. Ask the students look at the pictures and tell their names. Now ask the students circle the correct naming letters of given pictures and colour them. Circle around the class and help them to circle the letters and colour the pictures. Show the flashcards and ask the letters name, sound and action of letters "m - p" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'm - p'	Flash cards

Language & Literacy		week : 23	Revision m – p	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: Identify the name, sound, action vocabulary and formation of small letters 'm – p'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c Students will be shown letters 'm – p' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters m- p jolly phonics song. We Are Learning to: Identify the letters m – p, their sound, action and their related vocabulary. Formation of small letters 'm – p' with a correct sequence of movement. What I am looking for: How well you identify the letters 'm – p' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Do a review of each letter by holding up alphabet flashcards – e.g. hold up the “m” flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (n, o, p). Tell the students today we will learn how to write the letters “m – p”. Write the letters (m, n, o, p) with your finger in the air, explaining your movements as you do so. 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 letters 'm – p' in the palm of your hand, on back of your friend Focused task: Place salt tray on a small stool. Invite students one by one to take turns and write letters 'm – p' on salt with their index finger Ask the students to open book pg. no 35. Ask the students look at the pictures and tell their names. Now ask the students write the beginning sound of the given picture. While students are doing their work ask individual students questions about the letters (what is this letter? “m”, What sound is it? “um”. And what is the picture? “A moon”.) Wrap up: Show the flashcards and ask the letters name, sound and action of letters “m – p” Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'm – p'	Flash cards Salt tray Book pg. no 35.
				5 mins		
				25 mins		
				5 mins		

Language & Literacy	week : 23	Revision m - p	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:	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c Students will be shown letters 'm - p' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters m- p jolly phonics song. We Are Learning to: Identify the letters m - p, their sound, action and their related vocabulary. Formation of small letters 'm - p' with a correct sequence of movement. What I am looking for: How well you identify the letters 'm - p' sound, action and its vocabulary. Gained skill: This will help us to improve our listening, speaking and writing skills. Introduction: Do a review of each letter by holding up alphabet flashcards – e.g. hold up the “m” flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (n, o, p). Organize sand letter prior to write letters 'm - p” 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 letters 'm - p' in the palm of your hand and back of your friend. Focused task: Students love writing on the blackboard or whiteboard. After teaching each letter, give a chalk / marker pen to a student and ask him/her to write the letter onto the board (as large as they can). You can have more than one student do this for each letter. Draw the lines on whiteboard and tell them the formation of letters 'm - p'. Ask students to open their copies. Write letters 'm - p' on copy. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each letters without eliminating their pencil from the page Wrap up: Show the flashcards and ask the letters name, sound and action of letters “m - p” Reflection : Homework: Do the copy work.			5 mins	Students will be assessed on	Flash cards
Identify the name, sound, action vocabulary and formation of small letters 'm - p'	5 mins	Identifying the name, sound, action, vocabulary and formation of small letters 'm - p'	Sand letters			
	25 mins		marker, chalk			
	5 mins		copy work			
						Copy work