Language	& Literacy	week : 28	Revision q - t	Day: I		Class: Pla	y group
Learning			Activity Plan/Methodology		Time:40	Assessment	Resources
Outcomes					mins	of Learning	
Upon the completion of this lesson, Students will be able to:  Identify the name,	letters 'q — t flash q-t jolly phonics We Are Learning of small letters 'q What I am lookin Gained skill: Thi Introduction: Do a review of each	ncards and will be ask song. to: Identify the letters - t' with a correct se g for: How well you in s will help us to impro ch letter by holding up and then elicit the pict	ted to recall their names, sound, action a quence of movement. dentify the letters 'q - t' sour ove our listening, speaking are alphabet flashcards — e.g. ure on the other side. Teach	EjOd6uPj.6c. Students will be shown unds and actions. Reinforce letters and their related vocabulary. Formation and, action and its vocabulary. In a writing skills.  hold up the "q" flashcard and elicit its the sound of the letter (e.g. "q" is for an example of an object that begins	5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary	Flash cards
sound, action and vocabulary of small letters 'q - t'	with the letter. D for this. (e.g. "W the card over) "qu Focused task: Divide the class in table. Ask the studin front of it (pict Hold up a letter letter. (e.g. q - qu Ask the students pictures they can letter. Circle arou Wrap up:	ouble-sided flashcards hat's this?" (Elicit "queen!" Chorus the work to four groups. Put the dents arrange the alputures should be 4 for flashcard and the structure open book pg. no see on this page. Now and the class and help	s with the letter on one side "). "And "q" is for?" (Elic d and check individually. Do ne alphabets flashcards (q, r habets in order and find out one alphabet). udents search around the re of t - toy).	and a picture on the other are great cit "qu"). "And 'qu' is for (turning this for all the review letters (r, s, t).  The set of the related vocabulary words picture) for an object beginning with that the page. Ask them tell the name of a pictures that have the same starting	25 mins 5 mins	of small letters ` <b>q - t</b> '	Alphabet flashcards, pictures flashcards Book pg. no 60.

Language	& Literacy	week :28	Revision q - t	Day: 2		Class: Pla	ay group
Learning			Activity Plan/Methodology		Time:40	Assessment	Resources
Outcomes					mins	of Learning	
	Recap:				5 mins		
Upon the	5	J	1 3	<u>i 6c</u> Students will be shown letters			Flash
completion	•	and will be asked to	o recall their names, sounds ar	nd actions. Reinforce letters q- t jolly		Students will	cards
of this	phonics song.					be assessed	
lesson,	•	5	•	l their related vocabulary. Formation		on	
Students	•		equence of movement.				
will be	9	J	identify the letters ${\bf \hat{q}}$ - ${\bf t}'$ sound	5		ldentifying	
able to:		will help us to impr	ove our listening, speaking and	writing skills.		the name,	
	Introduction:				5 mins	sound,	
ldentify		5	1 1	old up the "q" flashcard and elicit its		action, and	
the name,				he sound of the letter (e.g. <b>"q"</b> is for		vocabulary	
sound,	'qu' qu - qu - c	ηu"). Chorus again	and check individually. Provide	e an example of an object that begins		of small	
action and				nd a picture on the other are great		letters	
vocabulary	for this. (e.g. "Wh	.at's this?" (Elicit <b>"c</b>	<b>ų"</b> ). "And <b>"q"</b> is for?" (Elicit	"qu"). "And 'qu' is for (turning		`q – t'	
of small	the card over) "que	een!" Chorus the wo	rd and check individually. Do t	his for all the review letters (r, s, t).			Alphabet
letters	Focused task:						flashcards,
`q - t'	Give the letter flas	hcard to a student	and get him/her to say the let	ter, sound and picture before passing			pictures
	back to you. Then	do the same with so	ome other students.		25 mins		flashcards
	Put the flashcard	on the floor and ask	c individual students to pick it	up, say the name, sound and picture			
	and then give back	to you.					Book pg.
	Ask the students to	open book pg. no 61	. Ask the students look at the	first parachute here are two pictures.			no 61.
	Ask them the nam	ies and then tell the	em read the letter below and	encircle the correct pictures with the			
	help of given letters	s. Roam around in t	he class and help the students	to circle the correct picture correctly.			
	Wrap up:		·				
	Show the flashcard	ls and ask the letter	rs name, sound and action of l	etters " <b>q - t</b> "	5 mins		
	Reflection :			·			
	Homework: Do the	worksheet.					worksheet



## English (P.G. Part -2)

Revision q-t Week # 28

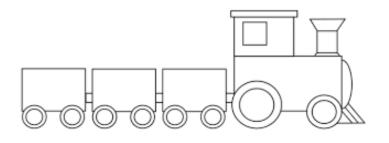
Day # 2

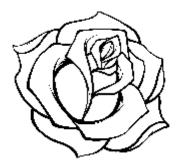


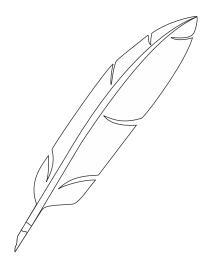
	J		
Student Name:		Date:	

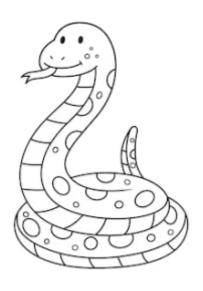
Colour the picture according to the colour key and trace the letters.

q: brown r: red s: green t: orange









:	
$\vdots$ .	

train, rose, quill, snake

Language	& Literacy week: 28	Revision q - t	Day: 3		Class: Play	y group
Learning	Activ	vity Plan/Methodology		Time:40	Assessment	Resources
Outcomes				mins	of Learning	
	Recap:			5 mins		
Upon the	Play and sing 'abcd' song with students. htt	tps://youtu.be/EjOd6uP	<u>j_6c_</u> Students will be shown letters			Flash
completion	'q - t' flashcards and will be asked to recal	ll their names, sounds ai	nd actions. Reinforce letters q- t jolly		Students will	cards
of this	phonics song.				be assessed	
lesson,	We Are Learning to: Identify the letters q - t	<b>t,</b> their sound, action and	d their related vocabulary. Formation		on	
Students	of small letters 'q - t' with a correct sequence		Ç			
will be	What I am looking for: How well you identif	$\dot{q}$ the letters $\dot{q} - t'$ sound	d, action and its vocabulary.		ldentifying	
able to:	Cained skill: This will help us to improve ou	ir listening, speaking and	writing skills.		the name,	
	Introduction:		-	5 mins	sound,	
ldentify	Have everyone gather around you so they ar	e close — have them sit o	on the floor with you, if possible. You		action,	
the name,	want everyone to be close enough, so you ca	n easily pass cards back	and forth with them. Hold up an		vocabulary	
sound,	alphabet letter flashcard so all students ca	in see it. Do a review of	each letter by holding up alphabet		and	
action	flashcards — e.g. hold up the "q" flashcard o	and elicit its name, its so	und and then elicit the picture on the		formation	
vocabulary	other side. Chorus the letter 3 to 5 times.	Then ask each student i	ndividually to say the letter. Do this		of small	
and	for all the review letters (r, s, t).				letters	
formation	Focused task:				`q - t'	
of small	Place the alphabet letter cards, face up, or	n the floor. Students sit	t in a circle around the cards. Tell			
letters	everyone to hold up their hands. The teacher	r then says a letter and	the students must race to touch that	25 mins		Alphabet
`q - t'	letter first. The person who touches the letter the student with the most letter cards is the		and keeps it. At the end of the game,			flashcards,
	Ask the students to open book pg. no 62. T		re many letters on the tree Find the			
	letters 'q-t' in the tree and colour them with		•			Book pg.
	colour the letters according to the given key.	10 got 5/0 colour 100g. Ou al	3. 33. 33. 31. 31. 32 3. 33. 33. 33. 33. 33. 33. 33. 33.			no 62.
	Wrap-up:					.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Show the flashcards and ask the letters nam	ne sound and action of I	etters "a – t"	5 mins		
	Reflection:	,	<b>1</b> •	53,00		

Language	<i>J</i>	evision q - t	Day: 4		Class: Play	y group
Learning	Activity I	Plan/Methodology		Time:40	Assessment	Resources
Outcomes				mins	of Learning	
	Recap: Play and sing 'abcd' song with students.	https://youtu.be/EjOd6uP	<u>6c.</u> Students will be shown	5 mins		
Upon the	letters $\dot{q}$ - $t'$ flashcards and will be asked to rec	all their names, sounds and	actions. Reinforce letters q- t			Flash
completion	jolly phonics song.		•		Students will	cards
of this	We Are Learning to: Identify the letters $q-t$ , th	eir sound, action and their re	elated vocabulary. Formation		be assessed	
lesson,	of small letters $\dot{q}$ - $t'$ with a correct sequence of	movement.			on	
Students	What I am looking for: How well you identify th	e letters ' <b>q - t'</b> sound, action	and its vocabulary.			
will be	Gained skill: This will help us to improve our lis	stening, speaking and writing	skills.		ldentifying	
able to:	Introduction: Do a review of each letter by holding	.g up alphabet flashcards — e.	g. hold up the "q" flashcard		the name,	
	and elicit its name, its sound and then elicit the	•		5 mins	sound,	
ldentify	(r, s, t). Tell the students today we will learn h	<u> </u>	· · · · · · · · · · · · · · · · · · ·		action,	
the name,	t) with your finger in the air, explaining your r		9		vocabulary	
sound,	point, you don't remove your finger from the dro	3 3			and	
action	your air drawing using whole arm movements,	1 3	9		formation	
vocabulary	activity with students 3 or 4 times. Continue wi	ith other practice techniques,	writing letters 'q - t' in the		of small	
and	palm of your hand, on back of your friend				letters	
formation	Focused task: Hold the flashcard letter up in fr				`q - t'	
of small	card with their 'magic' finger. Then the teacher					
letters	and the students follow suit. The teacher and the		3 3			
`q - t'	letter on all sorts of fun places. For example, "[	3	v on the tloor. Now on your	۰		Salt tray
	partner's back. Now on your cheek. Now on the	•		25 mins		D 1
	Place salt tray on a small stool. Invite students	one by one to take turns and	d write letters $\mathbf{q} - \mathbf{t}$ on salt			Book pg.
	with their index finger		La Halla Ma			no 63.
	Ask the students to open book pg. no 63. Ask th	•				
	ask the students write the beginning sound of the	9 1	9			
	individual students questions about the letters (w	nai is inis ieiier? q, vyhat	souna is iir qu . Ana what			
	is the picture? "A quail".)		Cl.++ "- +"	E		
	Wrap up: Show the flashcards and ask the lette Reflection:	ers name, souna ana action o	Tiellers q - i	5 mins		
	Reflection:					

Language	& Literacy week: 28 Revision q - t	Day: 5	Class: Play	group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		mins	of Learning	
	Recap: Play and sing 'abcd' song with students. <a href="https://youtu.be/EjOd6uPj_6c">https://youtu.be/EjOd6uPj_6c</a> . Studen	its will be shown 5 mins		
Upon the	letters $\dot{q}$ – $t'$ flashcards and will be asked to recall their names, sounds and actions. Reint	force letters		Flash
completion	<b>q</b> - t jolly phonics song.		Students will	cards
of this	We Are Learning to: Identify the letters $q - t$ , their sound, action and their related vocabu	ılary. Formation	be assessed	
lesson,	of small letters 'q - t' with a correct sequence of movement.		on	
Students	What I am looking for: How well you identify the letters 'q - t' sound, action and its voca	ıbulary.		
will be	Cained skill: This will help us to improve our listening, speaking and writing skills.		ldentifying	
able to:	Introduction:		the name,	
	Do a review of each letter by holding up alphabet flashcards — e.g. hold up the "q" flashca	ard and elicit its 5 mins	sound,	
ldentify	name, its sound and then elicit the picture on the other side. Do this for all the review	letters (r, s, t).	action,	Sand
the name,	Organize sand letter prior to write letters $\dot{q} - t''$ on the copy. Demonstrate how to trace	the letter using	vocabulary	letters
sound,	the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to	write your air	and	
action	drawing using whole arm movements, and to repeat your instructions as they do so. Do t	his activity with	formation	
vocabulary	students 3 or 4 times. Continue with other practice techniques, writing letters $\dot{q} - t'$ in the	he palm of your	of small	
and	hand and back of your friend.		letters	
formation	Focused task:		`q – t'	marker,
of small	Students love writing on the blackboard or whiteboard. After teaching each letter, give a	chalk / marker		chalk
letters	pen to a student and ask him/her to write the letter onto the board (as large as they can	). You can have 25 mins		
`q - t'	more than one student do this for each letter.			copy work
•	Draw the lines on whiteboard and tell them the formation of letters $\dot{q}$ – $t'$ . Ask studen	its to open their		
	copies. Write letters $\dot{q}$ – $t'$ on copy. Give them a set amount of time to complete the task ar	nd monitor their		
	progress, ensuring that they complete each letters without eliminating their pencil from the	e page		
	Wrap up: Show the flashcards and ask the letters name, sound and action of letters "q -	5 mins		
	Reflection:			
	Homework: Do the copy work.			Copy work