

Language & Literacy		week : 28	Revision q - t	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 'q - t'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj_6c . Students will be shown letters 'q - t' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters q- t jolly phonics song. We Are Learning to: Identify the letters q - t, their sound, action and their related vocabulary. Formation of small letters 'q - t' with a correct sequence of movement. What I am looking for: How well you identify the letters 'q - t' 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 "q" flashcard and elicit its name, its sound and then elicit the picture on the other side. Teach the sound of the letter (e.g. "q" is for 'qu' ... qu - qu - qu"). 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 "q"). "And "q" is for...?" (Elicit "qu"). "And 'qu' is for ... (turning the card over) "queen!" Chorus the word and check individually. Do this for all the review letters (r, s, t). Focused task: Divide the class into four groups. Put the alphabets flashcards (q, r, s, t) 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. q - quilt, r - ring, s - star, t - toy). Ask the students to open book pg. no 60. Draw their attention to the page. Ask them tell the name of pictures they can see on this page. Now ask them draw lines to join pictures that have the same starting letter. Circle around the class and help them to match the same sound pictures. . Wrap up: Show the flashcards and ask the vocabulary of letters "q - t" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'q - t'	Flash cards <

Language & Literacy		week :28	Revision q - t	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 'q - t'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj_6c Students will be shown letters 'q - t' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters q- t jolly phonics song. We Are Learning to: Identify the letters q - t, their sound, action and their related vocabulary. Formation of small letters 'q - t' with a correct sequence of movement. What I am looking for: How well you identify the letters 'q - t' 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 "q" flashcard and elicit its name, its sound and then elicit the picture on the other side. Teach the sound of the letter (e.g. "q" is for 'qu' ... qu - qu - qu"). 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 "q"). "And "q" is for...?" (Elicit "qu"). "And 'qu' is for ... (turning the card over) "queen!" Chorus the word and check individually. Do this for all the review letters (r, s, t). 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 61. Ask the students look at the first parachute here are two pictures. Ask them the names and then tell them read the letter below and encircle the correct pictures with the help of given letters. Roam around in the class and help the students to circle the correct picture correctly. Wrap up: Show the flashcards and ask the letters name, sound and action of letters "q - t" Reflection : Homework: Do the worksheet.			5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'q - t'	Flash cards



Student Name: _____ Date: _____

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

q:

brown

r:

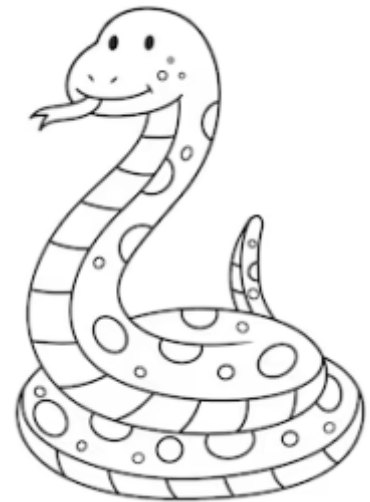
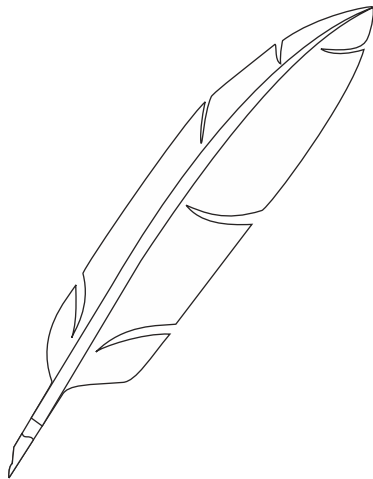
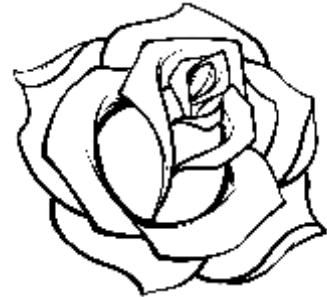
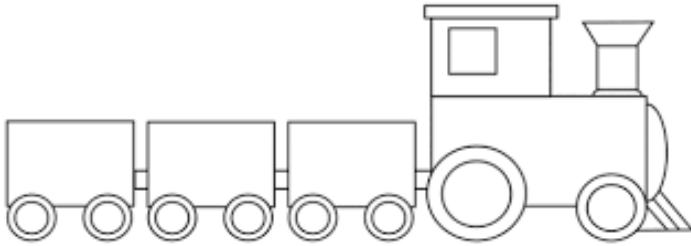
red

s:

green

t:

orange



q

r

s

t

train , rose , quill , snake

Language & Literacy		week : 28	Revision q - t	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 'q - t'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj_6c Students will be shown letters 'q - t' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters q- t jolly phonics song. We Are Learning to: Identify the letters q - t, their sound, action and their related vocabulary. Formation of small letters 'q - t' with a correct sequence of movement. What I am looking for: How well you identify the letters 'q - t' 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 "q" 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 (r, s, t). Focused task: Place the alphabet letter cards, face up, on the floor. Students sit in a circle around the cards. Tell everyone to hold up their hands. The teacher then says a letter and the students must race to touch that letter first. The person who touches the letter first picks up the card and keeps it. At the end of the game, the student with the most letter cards is the winner. Ask the students to open book pg. no 62. Tell the students there are many letters on the tree. Find the letters 'q-t' in the tree and colour them with given colour key. Circle around the class and help them to colour the letters according to the given key. Wrap-up: Show the flashcards and ask the letters name, sound and action of letters "q - t" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'q - t'	Flash cards	
				5 mins			
				25 mins		Alphabet flashcards,	
				5 mins		Book pg. no 62.	

Language & Literacy		week : 28	Revision q - t	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 'q - t'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c. Students will be shown letters 'q - t' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters q- t jolly phonics song. We Are Learning to: Identify the letters q - t, their sound, action and their related vocabulary. Formation of small letters 'q - t' with a correct sequence of movement. What I am looking for: How well you identify the letters 'q - t' 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 letters 'q - t'	Flash cards Salt tray Book pg. no 63.	
	Introduction: Do a review of each letter by holding up alphabet flashcards – e.g. hold up the "q" flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (r, s, t). Tell the students today we will learn how to write the letters "q - t". Write the letters (q, r, s, t) 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 'q - t' in the palm of your hand, on back of your friend			5 mins			
	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. Place salt tray on a small stool. Invite students one by one to take turns and write letters 'q - t' on salt with their index finger			25 mins			
	Ask the students to open book pg. no 63. 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? "q", What sound is it? "qu". And what is the picture? "A quail".) Wrap up: Show the flashcards and ask the letters name, sound and action of letters "q - t" Reflection :			5 mins			

Language & Literacy		week : 28	Revision q - t	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 letters 'q - t'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c . Students will be shown letters 'q - t' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters q - t jolly phonics song. We Are Learning to: Identify the letters q - t, their sound, action and their related vocabulary. Formation of small letters 'q - t' with a correct sequence of movement. What I am looking for: How well you identify the letters 'q - t' 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 “q” flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (r, s, t). Organize sand letter prior to write letters 'q - t' 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 'q - t' 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 'q - t'. Ask students to open their copies. Write letters 'q - t' 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 “q - t” Reflection : Homework: Do the copy work.			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'q - t'	Flash cards
	5 mins	Sand letters				
	25 mins	marker, chalk copy work				
	5 mins					
		Copy work				