Language	& Literacy	week : 31	Letter "w"	Day: I		Class: Play g	roup
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, sound, action, vocabulary	letters "a" "b", "c", flashcards and will We Are Learning small letter 'w' with What I am looking Gained skill: This Introduction: Introduce small letter 'w' pointing Play and sing jolly Sing along the song them to repeat the rethrough flash card	"d", "e", "f", "g", "he asked to recall to: Identify the le a correct sequen for: How well you will help us to improve towards each stuphonics letter 'w' y with students twame of the letter. s. (watch, whale,	n","i", "j", 'k", 'l", "m", "n', "o, their names, sounds and action tter 'w', its sound, action and ce of movement.  I identify the letter 'w' sound, a prove our listening, speaking and at 'w' is the twenty third letter adent.  song https://youtu.be/7oc8_tleo or three times and reinforce Ask them to repeat sound severa	its related vocabulary. Formation of action and its vocabulary.  d writing skills.  of the alphabet. Introduce the sound	5 mins	Students will be assessed on ldentifying the name, sound, action, vocabulary and formation of small letter	Flash cards
and formation of small letter <b>`w</b> '	Focused task: Ask the students to with their pointing action. Now open be students can they to Provide the workshed circle the letter "w" Wrap up:	etter "w" vocabuld to open book page finger 2, 3 times took pg. no 77 and tell the name of ar tet of witch to all . Encourage them	. Encourage students to identify d tell them its vocabulary (wato ny other thing that start with le	o the letter "w'. Ask them to trace it y the letter "w" sound, words, and its ch, whale, web, watermelon). Ask the etter "w".	25 mins 5 mins	`w'	Book pg. no 76, 77. Worksheet of witch, colours



## English (P.G. Part -2) Week # 31 Day # 1



scan QR code for more worksheets

Student Name:\_\_\_\_\_Date:\_\_\_\_

Colour the witch wand and circle the letter 'w'



witch, wand



Language	& Literacy week: 31 Letter "w" Day: 2		Class: Play	y group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		mins	of Learning	
	<b>Recap</b> : Show the flashcard of letter 'w' and ask which letter is this? Reinforce the sound and action of the	5 mins		
Upon the	letter 'w'. Recall all vocabulary through flashcards. Play and sing jolly phonics letter 'w' song.			Flash cards
completion	We Are Learning to: Identify the letter 'w', its sound, action and its related vocabulary. Formation of		Students will	
of this	small letter <b>'w'</b> with a correct sequence of movement.		be assessed	
lesson,	What I am looking for: How well you identify the letter 'w' sound, action and its vocabulary.		on	
Students	Gained skill: This will help us to improve our listening, speaking and writing skills.			
will be	Introduction: Play and sing jolly phonics letter 'w' song <a href="https://youtu.be/7oc8_tDL-wow">https://youtu.be/7oc8_tDL-wow</a>		ldentifying	
able to:	Show different vocabulary words begin with small letter 'w' through ppt/flashcards. After that show the		the name,	
	picture sticks puppet of the letter $\mathbf{\hat{w}}'$ words (witch, wand, window, wolf, and water). Now elicit that it is	5 mins	sound,	
ldentify	story time. During the story time use picture sticks puppet and ask the sound of the letter.		action,	
the name,	Letter 'w' story:		vocabulary	
sound,	Once there was a witch. She lost her wand. She was looking outside the window, she saw a wolf with her		and	Puppet
action,	wand. She ran towards him but the wolf disappeared into the sea water.		formation of	sticks
vocabulary	Focused task: Ask the students to open their book page no 78. Ask them can they tell the name of pictures		small letter	
and	on this page. (water melon, flower, window, watch, umbrella, whale). Ask the students match the letter		`w´	
formation	"w' with its pictures. Help them to draw a line with correct picture. Roam around in the class and ask			
of small	them the name of pictures on that page.	0.5		
letter 'w"	After this ask them open pg. no 81. Ask them what they can see? Tell them this is a windmill. Ask them	25 mins		D 1
	have they seen the windmill? Tell them windmill is used for store wind energy and we can use it for			Book pg. no
	different purposes? Tell them in this picture wind mill fans are missing. Ask them open book pg. no 109.			78, 81
	Help them to cut the fans and paste it on pg. no 81. Circle around the class and help them to paste the			
	fans.			scissors,
	Wrap up:	<b>_</b>		glue
	Show the flashcards and ask the vocabulary of letter "w".	5 mins		
	Reflection:			
	Homework: Do the worksheet.			worksheet



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

Week # 31



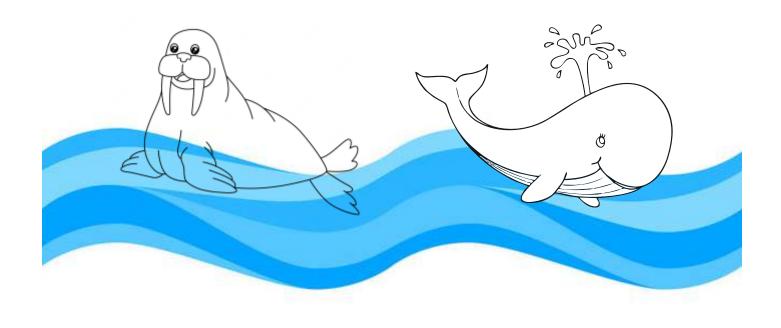


Student Name:	Date:
C 000000100 1 1001100.	

Colour the walrus and whale in the water and trace the letter 'w'.



walrus, whale, water



Language	& Literacy week: 31 Letter "w" Day: 3		Class: Pla	iy group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		mins	of Learning	
	Recap	5 mins		
Upon the	Teacher will show flashcards of letter 'w" and all vocabulary words. Play and sing jolly phonics letter 'w'			Flash card
completion	song with action. Show them puppet sticks to recap the letter ' $oldsymbol{w}$ ' story.		Students will	
of this	We Are Learning to:		be assessed	
lesson,	ldentify the letter 'w', its sound, action and its related vocabulary. Formation of small letter "w' with a		on	
Students	correct sequence of movement.		ldentifying	
will be	What I am looking for: How well you identify the letter 'w' sound, action and its vocabulary.		the name,	
able to:	Gained skill: This will help us to improve our listening, speaking and writing skills.		sound,	
	Introduction:		action,	
ldentify	Tell the students today we will learn how to write the letter " <b>w</b> ". Write the letter with your finger in the		vocabulary	
the name,	air, explaining your movements as you do so (e.g. diagonal line down, diagonal line up diagonal line down,		and	Half cut
sound,	diagonal line up). In particular, stress the starting point, you don't remove your finger from the drawing		formation of	paper plate
action,	when you write the letter. Ask the students to write your air drawing using whole arm movements, and		small letter	paints,
vocabulary	to repeat your instructions as they do so. Do this activity with students 3 or 4 times. Continue with other		`w ´	paint
and	practice techniques, writing letter 'w' in the palm of your hand.			brush, red
formation	Focused task:			and green
of small	Cut the paper plates into half. Distribute them to all students. Now demonstrate and help the students			colour, glue
letter 'w'	to colour the middle part red and outer part green with paint brush. Let it dry. Ask the students to	25 mins		
	paste the cuttings of seeds on the watermelon.			2333
	Ask the students to open book page no 79. Ask them can they tell the name of the object which start			A Comment
	with letter "w". Tell them it is a watch. Tell them we use the watch for watching time. Draw the lines			
	on whiteboard and tell them the formation of letter 'w'. Then ask them trace letter on pg. no 79. Walk			D I
	around the class and help the students to trace the letter 'w'.			Book pg. no
	Wrap up:: Ask the students make the letter 'w" in air with your finger many times			/ 4
	Reflection	5 mins		

Language 8	3: Literacy	week: 31	Letter "w"	Day: 4		Class: Play	group
Learning	_		Activity Plan/Methodology		Time:40	Assessment of	Resources
Outcomes					mins	Learning	
	Recap				5 mins		
Upon the	Show the flashcard	of letter "w' ar	rd ask which letter is this? F	Reinforce the sound and action of the			Flash cards
completion	letter 'w'. Recall all v					Students will	
of this		•		d its related vocabulary. Formation of		be assessed on	
lesson,	small letter 'w' with	· ·				ldentifying	
Students		f <b>or</b> : How well yo	u identify the letter ' <b>w</b> ' sound	l, action and its vocabulary.		the name,	
will be able	Gained skill:					sound,	
to:	•	•	ening, speaking and writing sk			action,	
			_	the letter "w". Write the letter with		vocabulary	
ldentify the	3	1 33	3	e.g. Diagonal line down, diagonal line	_	and	
name,		•	•	starting point, you don't remove your	5 mins	formation of	
sound,	•	0		dents to write your air drawing using		small letter	
action,			S S	so. Do this activity with students 3 or		`w′	
vocabulary		ith other practio	ce techniques, writing letter 'w	<i>i</i> in the palm of your hand.			
and	Focused task:	, 11 0	1 1 1 1 1 1	. C . H . C . H T			
formation of small				re out. Say the names of all pictures.			
letter <b>`w</b> "			icture that begin with letter 'v		25		
leller <b>w</b>	their index finger.	small stoot. Invi	le sludents one by one to take	turns and trace letter 'w' on salt with	25 mins		pictures flashcards,
	J	und alaque tlaa f	own ation of lower case letter	'w'. Encourage students to come and			salt tray
			nation within four lines.	w. Encourage stations to come and			sair irag
				eboard and tell them the formation of			
		1 1 3		nd the class and help the students to			
	trace the letter 'w'.	ment have tell	or on py. 100 00. Track whow	in the cours who help the statuents to			Book pg. no
		tudents make th	e letter 'w' in air with your f	finger many times			80 Pg. 110
	Reflection:		,, soon ,, on a good 1		5 mins		- <del>-</del>
					2		
					l .	1	l .

Language 8	Literacy week: 31 Letter "w" Day: 5		Class: Play	group
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		mins	of Learning	
	<b>Recap</b> : Show the flashcard of letter $\mathbf{\hat{w}'}$ and ask which letter is this? Reinforce the sound and action of the	5 mins		
Upon the	letter 'w'. Recall all vocabulary through flashcards.			Flash cards
completion	We Are Learning to: Identify the letter 'w', its sound, action and its related vocabulary. Formation of		Students	
of this	small letter 'w' with a correct sequence of movement.		will be	
lesson,	What I am looking for: How well you identify the letter 'w' sound, action and its vocabulary.		assessed on	
Students	Gained skill: This will help us to improve our listening, speaking and writing skills.		ldentifying	
will be able	Introduction: Organize sand letter prior to tracing letter 'w" on the copy. Demonstrate how to trace the		the name,	
to:	letter using the index and the middle finger. Ask them to trace it 2, 3 times. Ask the students to write		sound,	Sand letters
	your air drawing using whole arm movements, and to repeat your instructions as they do so. Do this	5 mins	action,	
ldentify the	activity with students 3 or 4 times. Continue with other practice techniques, writing letter $\mathbf{\hat{w}}''$ in the palm		vocabulary	
name,	of your hand and back of your friend.		and	
sound,	Focused task:		formation	Copy work
action,	Draw the lines on whiteboard and tell them the formation of letter $\mathbf{\hat{w}}''$ . Ask students to open their copies.		of small	
vocabulary	Trace letter $\dot{w}$ on copy. Give them a set amount of time to complete the task and monitor their progress,		letter 'w"	
and	ensuring that they complete each letter without eliminating their pencil from the page			
formation	Letter 'w' party:	25 mins		
of small	Ask parents to send your kids in witch dress with some walnuts and small pieces of watermelon for letter			
letter 'w'	'w" day celebration. Ask them today we will enjoy walnuts with water melon. Ask them about their			Water
	favourite fruits Tell them fruits are very healthy. We should eat fruits. Ask them about the whitch and			melon,
	act like a witch. Encourage them to say 'w' is for witch, walnut, water melon.			walnuts
	Wrap up:			
	Ask the students the sound, action and vocabulary of letter $\mathbf{\hat{w}}''$ . Ask them make the letter $\mathbf{\hat{w}}'$ in air with			
	your finger many times.			
	Reflection:	5 mins		
				Copy work
	Homework: Do the copy work.			