

Language & Literacy		week : 36	Revision a – z	Day: 1	Class: Play group		
Learning Outcomes		Activity Plan/Methodology			Time:40 mins	Assessment of Learning	
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 'a – z' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a– z jolly phonics song. We Are Learning to: Identify the letters a – z their sound, action and their related vocabulary. Formation of small letters 'a – z' with a correct sequence of movement. What I am looking for: How well you identify the letters 'a – z' 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 "a" flashcard and elicit its name, its sound and then elicit the picture on the other side. Chorus again and check individually. Chorus all the alphabets (a– z) one by one with all students. Tell the students today we will learn how to trace the letters "a – z". Write different letters 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 'a – z' in the palm of your hand, on back of your friend 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 'u' 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. Provide the work sheet of alphabets from a to z to all students. Ask them trace the letters neatly. Circle around the class and help them to trace the alphabets. Wrap up: Show the flashcards and ask the vocabulary of letters "a – z"			5 mins	Students will be assessed on	Flash cards
Identify the name, sound, action and vocabulary of small letters 'a – z'					5 mins	Identifying the name, sound, action, and vocabulary of small letters 'a – z'	Alphabet flashcards (a– z)
					25 mins		a– z tracing worksheet
					5 mins		



Student Name: _____ Date: _____

Trace the letter a-z.



Language & Literacy		week : 36	Revision a - z	Day: 2	Class: Play group	
Learning Outcomes		Activity Plan/Methodology			Assessment of Learning	Resources
Time:40 mins						
Upon the completion of this lesson, Students will be able to: Identify the name, sound, action and vocabulary of small letters 'a - z'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c . Students will be shown letters 'a - z' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a - z jolly phonics song. We Are Learning to: Identify the letters a - z, their sound, action and their related vocabulary. Formation of small letters 'a - z' with a correct sequence of movement. What I am looking for: How well you identify the letters 'a - z' 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 "any" flashcard like letter 'm' 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 (a - z). Focused task: Place the letters flashcard (a- z) in front of your students, in the correct order. Tell everyone to close their eyes. Take away one of the flashcards and then tell your students to open their eyes again. The first student to shout out the missing letter can keep that flashcard. At the end of the game, the student with the most letter cards is the winner. Variation: to make it a little more difficult, lay the letter flashcards out in random order Provide the worksheets to all students. Ask the students look at the picture say its name and circle the correct alphabet. Now ask the students hold your pencil then circle the correct letter. Roam around in the class and help the students to circle the correct letter correctly. Wrap up: Show the flashcards and ask the letters name, sound and action of letters "a - z" Reflection :			5 mins	Students will be assessed on	Flash cards
				5 mins	Identifying the name, sound, action, and vocabulary of small letters 'a - z'	Alphabet flashcards,
				25 mins		Worksheet
		Homework: Do the worksheet.			5 mins	worksheet

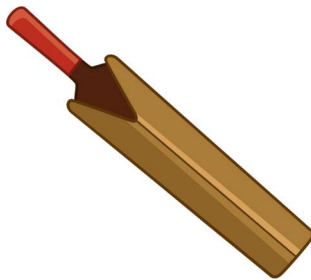


Student Name: _____ Date: _____

Look at the picture say its name and circle the correct letter.



u , a , i



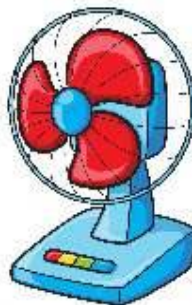
d , b , l



d , j , f



c , k , m



g , h , f



b , i , h



j , k , l



k , l , m



a , b , c

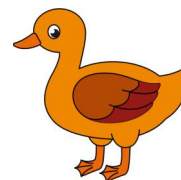
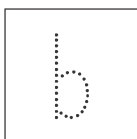
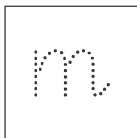
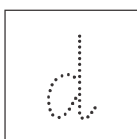
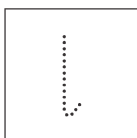
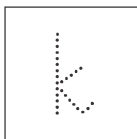
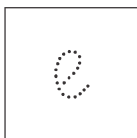
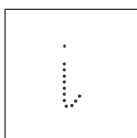
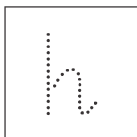
igloo , bat , dinosaur , kettle , fan , hat , jelly , lamp , cake



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Student Name: _____ Date: _____

Trace the letters and match them with their pictures.



egg , mango , duck , ball , hen , ink , kangaroo , ladybug

Language & Literacy		week : 36	Revision a - z	Day: 3	Class: Play group		
Learning Outcomes		Activity Plan/Methodology			Time: 40 mins	Assessment of Learning	
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 'a - z' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a - z jolly phonics song. We Are Learning to: Identify the letters a - z, their sound, action and their related vocabulary. Formation of small letters 'a - z' with a correct sequence of movement. What I am looking for: How well you identify the letters 'a - z' 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 flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (a - z). Sit with your students in a circle. Hold up a flashcard letter and say the letter (e.g. "a"). Pass it on to the next student who also says it and passes it on to the next student. 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. Focused task: Give out all the letter flashcards to students. Students can have more than one letter. Say a letter and the student holding that card must hold it up in the air. Variation: say different actions as well, which the student holding the card must do, e.g. "The student with card "d", jump 5 times!" Provide the worksheets to all students. Ask the students look at the letter say its sound and circle the correct picture. Now ask the students hold your pencil then circle the correct letter. 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 "a - z" Reflection :			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'a - z'	Flash cards
Identify the name, sound, action, vocabulary and formation of small letters 'a - z'					5 mins		Flashcards
					25 mins		worksheet
					5 mins		



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Student Name: _____ Date: _____

Look at the letter and circle the correct picture.

y		
o		
t		
u		
r		
n		
z		
v		
p		
s		

yogurt, quill, zebra, ostrich, tent, sun, vest, umbrella, ring, parrot,
mango, nest, zigzag, apple, box, van, pineapple, rabbit, lollipop, star

Language & Literacy		week : 36	Revision a – z	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: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj6c. Students will be shown letters 'a – z' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a- z jolly phonics song. We Are Learning to: Identify the letters a – z, their sound, action and their related vocabulary. Formation of small letters 'a – z' with a correct sequence of movement. What I am looking for: How well you identify the letters 'a – z' 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 flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters. Tell the students today we will learn how to write the letters "a – z". Write the letters (a – z) 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 'a – z' 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 'a – z" on salt with their index finger Ask the students to open book pg. no 103. Ask the students write missing letters to complete alphabet. Circle around the class and help the students to fill in the blanks. Wrap up: Show the flashcards and ask the letters name, sound and action of letters "a – z" Reflection :			5 mins	Students will be assessed on	Flash cards
Identify the name, sound, action vocabulary and formation of small letters 'a – z'				5 mins	Identifying the name, sound, action, vocabulary and formation of small letters 'a – z'	
				25 mins		Salt tray Book pg. no 103.
				5 mins		

Language & Literacy		week : 36	Revision a - z	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 'a - z' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters a - z jolly phonics song. We Are Learning to: Identify the letters a - z, their sound, action and their related vocabulary. Formation of small letters 'a - z' with a correct sequence of movement. What I am looking for: How well you identify the letters 'a - z' 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 flashcard and elicit its name, its sound and then elicit the picture on the other side. Do this for all the review letters (a - z). Organize sand letter prior to write letters 'a - z" 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 'a - z' 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 'a - z. Ask students to open their copies. Trace letters 'a - z' 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 "a - z" Reflection : Homework: Do the copy work.			5 mins	Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letters 'a - z'	Flash cards
Identify the name, sound, action, vocabulary and formation of small letters 'a - z'				5 mins		Sand letters
				25 mins		marker, chalk copy work
				5 mins		Copy work