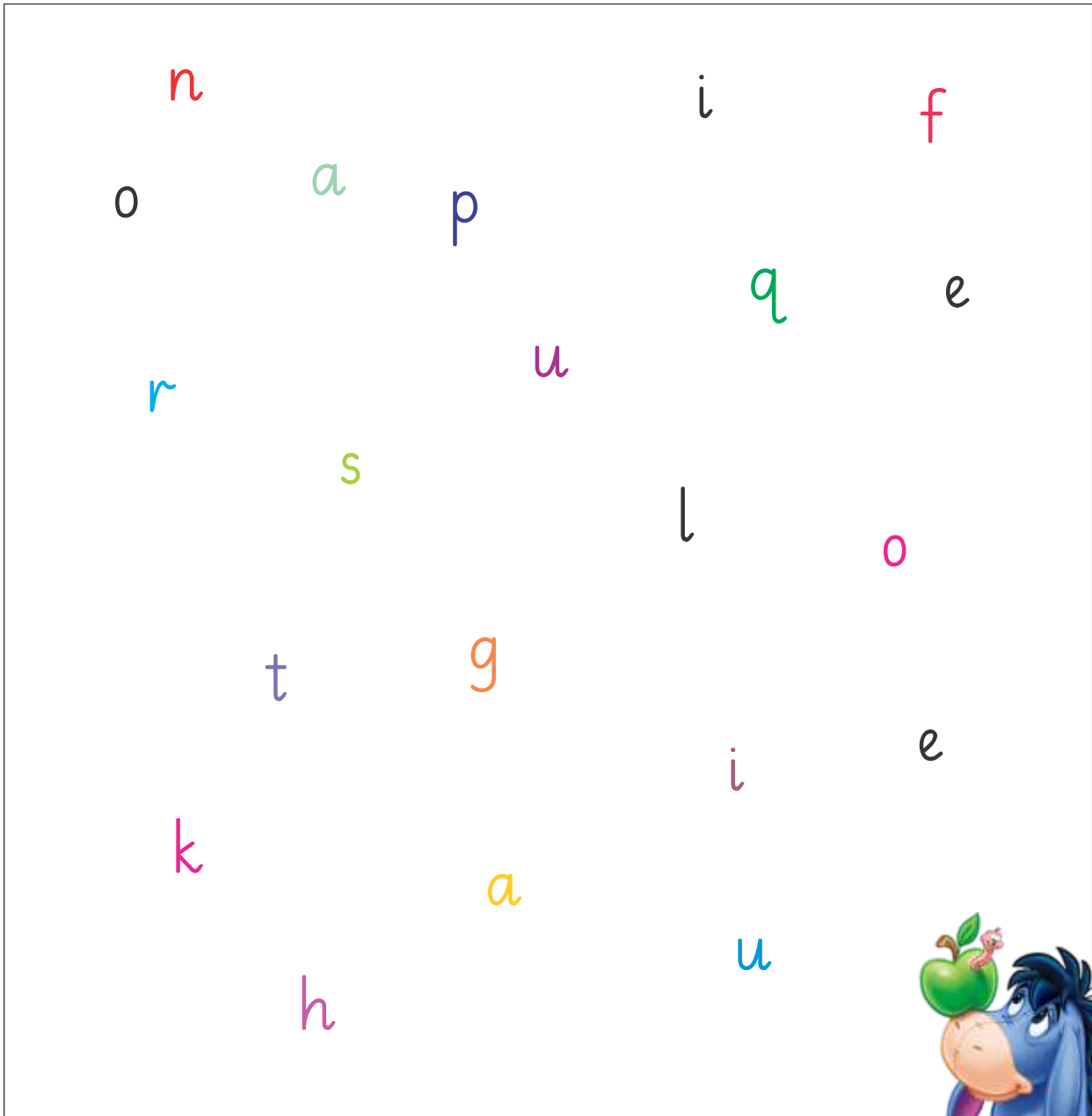


Language & Literacy		Week: 21	Title: Use of a, an	Day: 1	Class: Nursery		
Learning Outcomes	Activity Plan/Methodology				Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify vowel and consonant and use of "a" with consonant and 'an" with vowel	Recap: Play and sing 'abcd' song with students. https://youtu.be/7lh8MZshGSs We Are Learning to: Identify the vowels and distinguish from consonants What I am looking for: How well you identify vowels and consonants. Gained skill: This will help us to improve our reading and writing skills. Introduction: Tell students that as we all know alphabet has 26 letters. Explain to students that today they will learn about some special letters in the alphabet. Some letters are called vowels and some are called consonants. Write up the five vowels on board and tell students that these are called vowels, and that vowels are special letters in the alphabet because they make two sounds, a long sound and a short sound. a ,e ,i ,o, u are the vowels. Play vowel song: https://youtu.be/RUSCz4laDug Sing along the song with students two or three times and reinforce vowels. Tell students rest of the 21 letter of alphabet are consonant. Repeat consonant b, c, d, f and so on. Focused task: Separate the board into two sections. On one side put the heading "vowels" and the other side write "consonants." Ask each student to look at the alphabet chart and pick a letter. If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section. If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section. Continue like this until all the letters of the alphabet are on the board. While pointing at the letters ask the class what sound the vowels make. Repeat that vowels are a, e, I, o, u. Ask students to brainstorm words for each letter. Two or three words are sufficient. Try to write the words next to the letter to which they belong. Ask students to open book pgs. no 8 and 9. Read the words with them and tell them on pg. no 8 words are written with "a" these wards are started with consonants. On pg. no 9 words are written with "an" these words are started with vowels. Tell them we use "A" with consonants and "An" with vowels. Repeat vowels on fingers a, e, i, o, u and other 21 letters are consonants. Provide them worksheet and ask them to circle vowels only. Wrap up: Repeat vowel and their short sounds. Reflection :				5 mins	Students will be assessed on Identifying vowel and consonant and use of "a" with consonant and 'an" with vowel	Flash cards Alphabet chart Book pg. no 8, 9 Worksheet
					5 mins		
					25 mins		
					5 mins		



Student Name: _____ Date: _____

Look at the alphabets and circle the vowels.



Language & Literacy		Week: 21	Title: Use of a, an	Day: 2	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify vowel and consonant and use of "a" with consonant and "an" with vowel	Recap: Reinforce alphabet and ask about vowels and consonants. Show them the vowel song and ask how many vowels. https://youtu.be/arQxkdRYyEL We Are Learning to: Identify the vowel and consonant and use of "a" before consonant and 'an' before vowel. What I am looking for: How well you identify the vowel and consonant and use of 'a' before consonant and 'an' before vowel. Gained skill: This will help us to improve our reading and writing skills.			5 mins	Students will be assessed on Identifying I vowel and consonant and use of "a" with consonant and "an" with vowel	Flash cards
	Introduction: Five smart letters standing in a row, They are called vowels, did you know? a, e, i, o, u. Place 5 vowel flashcards on board and ask students to read them aloud. Tell students to make words with each vowel like apple, egg, igloo, octopus, umbrella etc. and write on board as in an apple, an octopus etc. . Tell students when a word starts with vowel we use 'an' before it. Show some of consonants and paste them on board. Ask students to make words with pasted consonants like bat, dog , fish, grapes and write the words on board as in a bat, a dog, a fish, etc. tell student that when a word starts with consonant we use 'a' before it.			5 mins		
	Focused task: Remind students what sounds the vowels a, e, i, o, and u make. Paste the letters a, e, i, o, and u around the room as this is being done. Ask students to think carefully about the item in the picture they are holding. Do they hear any of these sounds when they say the item's name? If so, have them go to the letter that makes that sound. If they do not hear a vowel sound, they should stay in the middle of the classroom. Give each student 2 pictures flashcards. Ask students to look at picture say its name and tell is it vowel or consonant. Encourage students to use 'a' before consonant and 'an' before vowel. Ask students to open book pg. no 10 ask them to look at pictures. Help them to read the statement. Recognize beginning sound of the pictures and see is it vowel or consonant. Tell them that a is used with words starting with consonant and an is used with words starting with vowel. Ask them underline the "A" and circle the "An". Circle around in the class and ask them about the vowels. How many vowels and how many consonants.			25 mins		
	Wrap up: Repeat vowel and their short sounds. Reflection :			5 mins		Vowels flashcards Words flashcards Pictures flashcards Book pg. no 10

Language & Literacy		Week: 21	Title: Use of a, an	Day: 3	Class: Nursery		
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Identify vowel and consonant and use of a with consonant and an with vowel	Recap: Reinforce alphabet and ask about vowels and consonants. Show them the vowel song and ask how many vowels. https://youtu.be/arQxkdRYyEL We Are Learning to: Identify the vowel and consonant and use of 'a' before consonant and 'an' before vowel. What I am looking for: How well you identify the vowel and consonant and use of 'a' before consonant and 'an' before vowel. Gained skill: This will help us to improve our reading and writing skills.			5 mins	Students will be assessed on Identifying I vowel and consonant and use of a with consonant and an with vowel	Flash cards	
	Introduction: Tell students that I will tell you a story about 2 brothers. 'a' and an'. 'an' was very excited because today is his birthday. He invited all his friends (a, e, i, o, u). When "a" saw his friends, he started crying and said: I will also invite my friends (b, c, d, f, g, h, j, k, l, m, n, p) and so on. All the friends of 'a' and 'an' came and had lots of fun together. Review the vowel sounds by displaying an alphabet chart and going over each of the five vowels one at a time. Make sure that students understand the differences between vowels and consonants. Consider posting the vowels separately on the board or providing students with a small card with vowels written on them.			5 mins			
	Focused task: Divide class in group of 2. Give one group letter puppet sticks (five vowels and some random consonant) and give 'a' and 'an' puppet stick to other group. You will say aloud a word/show a picture on ppt and tell picture word. Group 1 will tell word is starting with vowel or consonant by showing their puppet stick. Group 2 will tell what we use before that word. Ask students to open book pg. no 11 ask them to look at pictures. Tell their names. Recognize beginning sound of the pictures and see is it vowel or consonant. Tell them that "a" is used with words starting with consonant and "an" is used with words starting with vowel. Ask them write the "A" and "An" in the given boxes. Circle around in the class and ask them about the vowels. How many vowels and how many consonants.			25 mins		Letters puppet sticks, 'a' and 'an' Puppet sticks	
	Wrap up: Write the words on board and ask the students what will come before a or an. Reflection : Homework: Do the worksheet.			5 mins		Book pg. no 11 Worksheet	

English (Nursery Part -2)

Week # 21

Day # 3

Topic: Use of a and an



scan QR code for
more worksheets

Student Name: _____ Date: _____

Look at the picture write a or an accordingly.

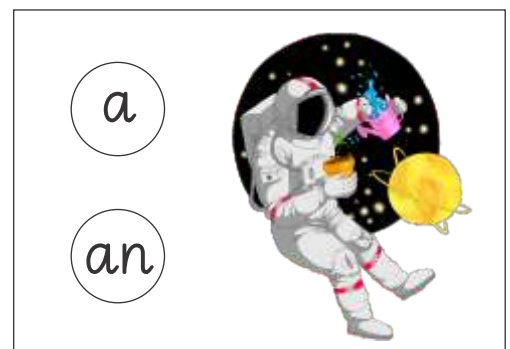
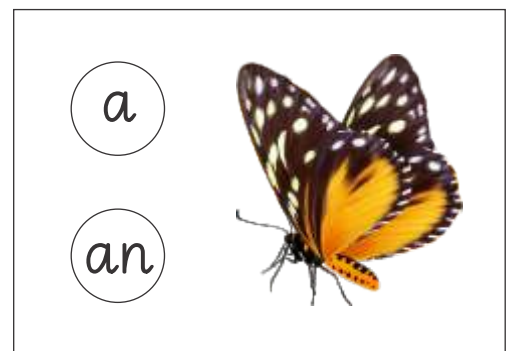
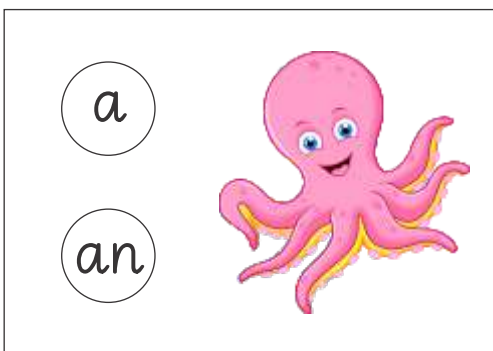
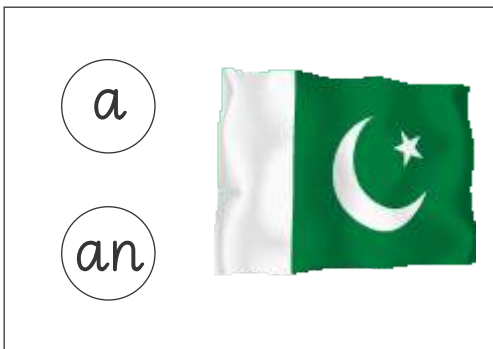
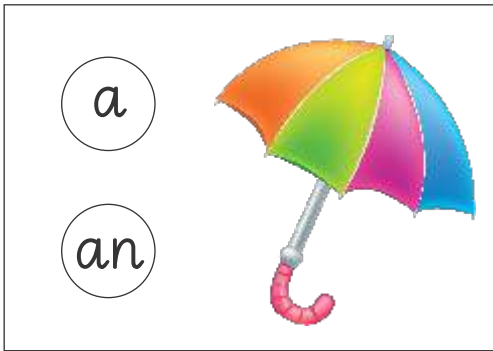


Language & Literacy		Week: 21	Title: Use of a, an	Day: 4	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify vowel and consonant and use of a with consonant and an with vowel	Recap: Reinforce alphabet and ask about vowels and consonants. Show them the vowel song and ask how many vowels. https://youtu.be/dEbaEXf6BqM We Are Learning to: Identify the vowel and consonant and use of "a" before consonant and 'an' before vowel. What I am looking for: How well you identify the vowel and consonant and use of "a" before consonant and 'an' before vowel. Gained skill: This will help us to improve our reading and writing skills. Introduction: Talk about how many letters we have in English alphabet? Ask students to tell how many vowels in English alphabet and how many consonants? Show flashcard of 'a and an' and ask about their friends. Distribute letter flashcard among students. Ask who are 'an' friends come forward. Tell them to introduce their selves e.g. I am 'e', I am friend of an practice it with all the distributed cards. Write the students name on board and ask student examine the vowels in your name. Have students circle the vowels on their names. Do this with simple words in students' sight vocabulary. Focused task: Distribute capital letter cards A, E, I, O, U, to five students, one card per student. Tell the class that these are the vowel letters and that every word has at least one vowel letter in it. Ask the class to name the vowel letters on the cards. Distribute lower-case letter cards a, e, i, o, u to five other students and ask the students to name these lower-case letters. Ask the students holding the lower-case letters to stand next to their partner letters, forming the pattern Aa, Ee, Ii, Oo, Uu, and ask the students to name this set of vowel letters. (Students should just name the letters without saying "capital" or "lower-case"). Give the students the stick puppets/flash cards to separate the vowels and consonants. Draw their attention to the colours blue for consonants and red for vowels to help them. Provide students worksheet in which they have to colour the correct article according to the picture. As the students are doing worksheet walk around, monitor and offer lots of encouragement. Ask everyone questions (e.g. What is this?) And encourage each student to tell its vowel or consonant. Wrap up: Write the words on board and ask the students what will come before a or an. Reflection :			5 mins	Students will be assessed on Identifying I vowel and consonant and use of a with consonant and an with vowel	Flash cards
				5 mins		
				25 mins		Capital and small vowels cards
				5 mins		Worksheet



Student Name: _____ Date: _____

Look at the picture and colour the correct article 'a' or 'an'.



Language & Literacy		Week: 21	Title: Days of week	Day: 5	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify days of the week names and their sequence	Recap: Reinforce alphabet and ask about vowels and consonants. We Are Learning to: : Identify the days of the week and their sequence. What I am looking for: How well you identify the days of the week and their sequence. Gained skill: This will help us to improve our reading and listening, speaking skills. Introduction: Play days of the week song: https://youtu.be/LIQsyHoLudQ Sing and repeat song with students 2 or 3 times.			5 mins	Students will be assessed on Identifying days of the week names and their sequence	Flash cards
	Tell students today we are going to learn days of the week. Tell them we have seven days in a week. Ask them to count on fingers when you are saying, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Encourage students to repeat after you while counting on fingers. Do this practice twice. Ask what day is today?			5 mins		
	Focused task: Paste the days of week flashcard randomly on board. Ask students do you think that days of the week are in correct order? If they say yes, ask them to repeat the sequence and if they say no, invite one by one to come on board and paste the days of week in correct order.			25 mins		
	Ask students to open book pg. no 16 help them to read aloud days of the week by putting finger on them. Read all days of the week with syllable breakdown. Help students to memorize the days of week. Ask them which day is today? Which day has holiday? Provide students a worksheet and ask to match days of week. Wrap up: Reinforce days of the week with students. Reflection : Homework: Do worksheet pasted on copy or teacher can do copy making a day before with help of given worksheet..			5 mins		Worksheet