

Language & Literacy		week : 36	Revision Aa - Zz (Revision pg. no 94 -104)	Day: 1	Class: Nursery	
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 'Aa - Zz'	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj.6c. Students will be shown letters 'Aa - Zz' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters Aa- Zz jolly phonics song. We Are Learning to: Identify the letters a - z their sound, action and their related vocabulary. Formation of small letters 'Aa - Zz' with a correct sequence of movement. What I am looking for: How well you identify the letters 'Aa - Zz' 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 "Aa" 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 "Aa - Zz". 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 'Aa - Zz' 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 'Uu' 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. Ask the students open book pg. no 98, 99. Ask them make a line to join the dots. Ask about the picture when they complete their task. Wrap up: Show the flashcards and ask the vocabulary of letters "Aa - Zz" Reflection : Homework: Do the book pg. no 102.			5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'Aa - Zz'	Flash cards Alphabet flashcards (Aa- Zz) Book pgs. No 98, 99 Book pg. no 102
				5 mins		
				25 mins		
				5 mins		

Language & Literacy		week : 36	Revision Aa - Zz	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 'Aa -Zz '	Recap: Play and sing 'abcd' song with students. https://youtu.be/EjOd6uPj_6c Students will be shown letters 'Aa - Zz' flashcards and will be asked to recall their names, sounds and actions. Reinforce letters Aa - Zz jolly phonics song. We Are Learning to: Identify the letters Aa - Zz, their sound, action and their related vocabulary. Formation of small letters 'Aa - Zz' with a correct sequence of movement. What I am looking for: How well you identify the letters 'Aa - Zz' 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. “Mm” 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 “Mm” 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 (Aa - Zz). Focused task: Place the letters flashcard (Aa- Zz) 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 Ask students open book pg. no 101. Ask the students look at the picture say its name and write the correct words. Now ask the students hold your pencil then write the correct words. Roam around in the class and help the students to write the correct words. Wrap up: Show the flashcards and ask the letters name, sound and action of letters “Aa - Zz” Reflection : Homework: Do book pg. no 103				5 mins	Students will be assessed on Identifying the name, sound, action, and vocabulary of small letters 'Aa -Zz'	Flash cards Alphabet flashcards, .Book pg. no 101 Book pg. no 103
					5 mins		
					25 mins		
					5 mins		

Language & Literacy		Week: 36	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. 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: 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 94 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. Wrap up: Write the words on board and ask the students what will come before a or an. Reflection : Homework: Do book pg. no 95			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		
				5 mins		
					Letters puppet sticks, 'a and an' Puppet sticks	Book pg. no 94
						Book pg. no 95

Language & Literacy		Week: 36	Title: Rhyming words	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 the Rhyming words	Recap: Teacher will revise the alphabets and their sounds with the students by showing them flash cards. Teacher will ask tell the rhyming word of 'pat' one by one with all students. Play and sing 'abcd' song with students. https://youtu.be/7lh8MZshGSs We Are Learning to: Identify the three letter words cat, bat, fat, rat, mat. What I am looking for: How well you identify the three letter words. Gained skill: This will help us to improve our reading and writing skills.			5 mins	Students will be assessed on Identifying I the Rhyming words	Flashcards Pictures flashcards Book pg. no 96 Book pg. no 97
	Introduction: Students will be shown three letter word song https://youtu.be/cSPmGPlyyKU. Begin by asking students to recite Twinkle, Twinkle, Little Star. Ask students if they can identify any rhyming words. Remind students that rhyming words have the same ending sound. If students have difficulty identifying the rhyme, slowly repeat the rhyme, accentuating the words "star" and "are." After that explain to your students that you will read a story with rhyming words, or words that have the same ending sounds. Ask your students for examples of rhyming words. For example, hat and cat are rhyming words.			5 mins		
	Focused task: Play a quick class game with the students to practice identifying rhyming word pairs. Display a picture or object. Then, show two more objects or pictures (one that rhymes and one that doesn't) and have students share with a partner which one rhymes. Ask the students to open their book pg. no 96. Help students to read the word (bug). Ask them which word rhyme with bug given in the cloud. Provide ample time and opportunities to the students to read. Reading practice help students to develop fluency that will help them to read with increasing enjoyment and understanding. Then ask students write the correct rhyming word in the given lines. Help them to focus on similar sound.			25 mins		
	Wrap up: Say the different word and ask the student can they tell the other word which rhyme with it. Reflection : Homework: Do book pg. no 97			5 mins		

Language & Literacy		week: 36	Human Body parts	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify some body parts and their names	Recap: Teacher will revise the alphabets and their sounds with the students by showing them flashcards. Teacher will ask tell the rhyming word of "mat" one by one with all students We Are Learning to: Identify about the body parts What I am looking for: How well you identify the body parts. Gained skill: This will help us reading, speaking and listening skills Introduction: Play body parts song: https://youtu.be/rsxhDJhZ8kk Sing along the song with students two or three times and reinforce body parts. Tell students today we are going to learn about body parts. Say body parts and touch the part when you say. Encourage students to say and touch also. E.g. everyone touch your nose, clap with your hands, close your eyes. Guided practice: Focused task: "Play Simon says style game, but using the word 'please' instead of 'Simon says'. Ask all students to stand up, listen to the instructions and so as you say. For Example, you might say 'Touch your nose' and the students should touch their nose with finger. Practice a few more time until the students can easily follow your instructions. Now tell students as you say only if you say the word 'please'. E.g. 'touch your nose please', 'Touch your head please'.etc. If you don't say please and a student still does the action, then that student is out and must sit down for some time. Ask students to open book page no 100 talk about body and its body parts one by one. Touch each part of body you are introducing on this page and encourage students to do so. Encourage them to point towards their own body parts. Ask them unscramble the words and write the correct spellings. Wrap up: Show flashcard and ask body part name. Reflection : Homework: Do book pg. no 104			5 mins	Students will be assessed on Identifying some body parts and their names Book pg. no 100 Book pg. no 104	Flash cards
				5 mins		
				25 mins		
				5 mins		