

Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the different colours</p>	<p><b>Recap:</b> Students will be shown the flashcards of different colours and ask them what colour is this? One by one. Play and sing colour song with children.  <a href="https://youtu.be/RvgnuPL9x-s">https://youtu.be/RvgnuPL9x-s</a></p> <p><b>We Are Learning to:</b> Identify the different colours.</p> <p><b>What I am looking for:</b> How well you identify the different colours</p> <p><b>Gained skill:</b> This will help us to improve our fine motor skills.</p> <p><b>Introduction:</b> Teacher will bring different things having different colours. One by one ask about the things and its colour. Talk about your favourite colour and ask about which colour they like most? Tell them today we will learn colours name.</p> <p><b>Guided practice:</b> Give out all of the coloured papers, 1 colour per student. Tell your students to sit down. Say a colour (e.g. "red") and the students holding that colour have to quickly stand up, jump and then sit down. Start off slowly and get faster and faster.</p> <p>If your classroom has lots of colourful posters or different coloured things, this is a great activity to do. Demonstrate by shouting out a colour (e.g. "Red"). Run to a poster and touch anywhere that has a red color. Do the same for another colour (e.g. "Blue"). Each time run to a new poster or thing. Now have the students do the activity – shout out a color and have them all run around the classroom touching the colours on posters or other things.</p> <p>Divide your class in groups. Give (red, yellow, blue) colours to each group. Provide them blank sheets. Ask them mix t two colours (given above) and tell what a new colour is?</p> <p><b>Wrap up:</b> Point your finger towards different things in class and ask their colour?</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do pg. no 4 on book</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying the different colours</p>	<p>Flash cards</p> <p>coloured papers Poster paints, paint brush, blank sheet</p>

Language & Literacy		Title: trace and colour	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the tracing of vertical lines and colours</p>	<p><b>Recap:</b> Ask the students one day before to come school in the colour clothes. Now call the students one by one and ask them which dress he/she has wear tell loudly.</p> <p><b>We Are Learning to:</b> Identify the tracing on vertical lines and colour the pictures.</p> <p><b>What I am looking for:</b> How well you trace the vertical lines</p> <p><b>Gained skill:</b> This will help us to improve our fine motor skills</p> <p><b>Introduction:</b> Draw a large line on the board. Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these on the board in turn. Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to demonstrate the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / finger paints / mini whiteboards) for copying the line. Next, ask the students to draw the line on the palm of their hand.</p> <p><b>Guided practice:</b> Place salt tray on a small stool. Invite students one by one to take turns and trace different lines on salt with their index finger according to instruction. Ask the students to open book pg. no 5. Ask them to trace the correct movement of vertical lines and colour it.</p> <p><b>Wrap up:</b> Ask the students to trace different lines on their table at least 5 times.</p> <p><b>Reflection :</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying the tracing of vertical lines and colours</p>	<p>Flash cards</p> <p>Salt tray</p> <p>Book pg. 5</p>	

Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the tracing and colouring</p>	<p><b>Recap:</b> Draw lines on the board. Ask the students to trace them in the air using the whole-arm method, ending with tracing it on the palm of the hand. Show the lines song to students.  <a href="https://youtu.be/WzdYhu74wyo">https://youtu.be/WzdYhu74wyo</a></p> <p><b>We Are Learning to:</b> Identify the tracing and colouring.</p> <p><b>What I am looking for:</b> how well you identify the tracing and colouring.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor skills.</p> <p><b>Introduction:</b> Ask the students to name the animal they can see on the page, and talk about snail. Students might talk about the antennas and their small size. Ask students where they live. (This can be done in English or the first language). Ask if any students have seen snails in the lawn of the house? How does it look like? How does it walk? Then encourage the students to talk about the different lines drawn and say what they look like, how they are alike and how they are different.</p> <p><b>Guided Practicel.</b> Make different patterns like swirls, zigzags and straight on the chart paper. Put the buttons in bowl and place it on the table. Ask the students to place the buttons on lines.</p> <p>2. Ask the students to open their book pg. no 6 and trace the correct movement and colour it.</p> <p><b>Wrap up:</b> Ask the students to trace over the lines in their books with their finger.</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Trace the butterfly and colour it</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying the tracing and colouring</p>	<p>flashcards</p> <p>Pattern chart paper, buttons</p> <p>Book pg. no 6</p> <p>Tracing butterfly worksheet</p>

Language & Literacy		Title: tracing and colouring	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the tracing and colouring</p>	<p><b>Recap:</b> Ask the students to draw in the air, using the whole arm, the pattern they drew in the previous lesson. They could draw two, four, or more lines. As they draw, ask them to describe what they are doing (up, over and down). Show the song on lines to students.  <a href="https://youtu.be/EjwKOKiD7JY">https://youtu.be/EjwKOKiD7JY</a></p> <p><b>We Are Learning to:</b> Identify the tracing and colouring.</p> <p><b>What I am looking for:</b> How well you identify the tracing and colouring.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor skills.</p> <p><b>Introduction:</b>  Trace the different lines straight, zigzag and swirls on board. Ask the students help the bunny to reach the carrot by tracing these lines. Ask the students at first trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to demonstrate the action to the class.</p> <p><b>Guided Practice:</b>  Provide the students blank sheet, cotton bud, and poster colours. Ask them draw the different patterns on the sheet with the help of cotton bud.</p> <p><b>Wrap up:</b>  Ask the students to draw the lines on the board with the marker.</p> <p><b>Reflection :</b></p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying the tracing and colouring</p>	<p>flashcards</p> <p>Blank sheet, cotton bud, Different poster colours</p>	

Language & Literacy		Title: Reach to flower	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify how to draw a line with correct movement</p>	<p><b>Recap:</b> Ask the students to trace the lines in the air using the whole-arm method, and any other methods ending with tracing it on the palm of the hand. The students should trace each line with their forefinger.</p> <p><b>We Are Learning to:</b> Identify to draw a line with correct movement.</p> <p><b>What I am looking for:</b> how well you draw a line with correct movement.</p> <p><b>Gained skill:</b> This will help us to improve our fine motor skills.</p> <p><b>Introduction:</b> Ask the students to draw your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this repeat the air drawing several times and then use any of the other techniques (sandpaper / finger paints / mini whiteboards) for copying the line. Next, provide the play dough to all students and ask them make different patterns with the help of playdough.</p> <p><b>Guided practice:</b> Place salt tray on a small stool. Invite students one by one to take turns and trace different lines on salt with their index finger according to instruction. Give students an empty piece of paper. Ask them to draw one vertical line, 2 swirl, 3 zigzag, so it to the class.</p> <p>After that ask the students open book page no 7 and draw the correct movement and follow the arrows to reach the butterfly to flower.</p> <p><b>Wrap up:</b> Ask the students to draw the lines in their books with their finger.</p> <p><b>Reflection :</b></p> <p><b>Home work:</b> Help the giraffe to find a tree.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying to draw a line with correct movement</p>	<p>Flash cards</p> <p>Salt tray empty white paper</p> <p>Book pg. 7</p> <p>worksheet</p>	