



| Language & Literacy   | Title: Letter c   | Day: 1                          | Class: Play group  |  |
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| 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> <ul style="list-style-type: none"> <li>Identify the name, sound, action, vocabulary (2 words) of small letter 'c'</li> </ul> | <p><b>Recap:</b> Students will be shown letter 'a' and 'b' flashcard. Students will be asked to recall their names, sound and actions.<br/>           Play and sing 'abcd' song with children.<br/> <a href="https://www.youtube.com/watch?v=iOf6x6INHeM">https://www.youtube.com/watch?v=iOf6x6INHeM</a><br/> <b>We Are Learning to:</b> Identify the letter 'c' its sound, action and its related vocabulary.<br/> <b>What I am looking for:</b> How well you identify the letter 'c' sound, action and its vocabulary.<br/> <b>Gained skill:</b> This will help us to improve our listening, speaking and writing skills.<br/> <b>Introduction:</b><br/>           Talk students about the clock. Point your finger towards clock and ask them what is it? Have they seen the clock at their home? What we see on clock? What is your school timings? Introduce small letter 'c'. Explain that 'c' is the third letter of the alphabet. Introduce the sound of letter 'c' pointing towards each child.<br/>           Play and sing jolly phonics letter 'c' song<br/> <a href="https://youtu.be/-ZxaDdJpxns">https://youtu.be/-ZxaDdJpxns</a></p> <div style="text-align: center;"> <p><b>c/k</b> <small>(Tune: She'll be Coming Round the Mountain Track 7)</small></p> <p><b>C</b> We are clicking castanets,<br/>           /cl-/cl-/cl.<br/>           We are clicking castanets,<br/>           /cl-/cl-/cl.<br/>           We are clicking castanets,<br/>           clicking castanets...<br/>           ...we are clicking castanets,<br/>           /cl-/cl-/cl.</p>  </div> | <p>5 minutes</p> <p>10 mins</p> | <p>Students will be assessed on Identifying the name, sound, action, vocabulary of small letter "c".</p> | <p>Flash cards</p> <p>Ppt/ picture sticks puppet</p> |

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|  | <p>Sing along the song with children two or three times and reinforce the sound with letter 'c' action. Ask them to repeat the name of the letter. Explain that the sound it makes c is the beginning sound of the cup. Ask them to repeat sound several times. Explain that the cap and car are also begin with the same sound. Introduce letter 'c' vocabulary through flash cards. (cap, clock, caterpillar, down, cat, cow, cake) Show different vocabulary words begin with small letter 'c' through ppt.</p> <p><b>Guided practice:</b><br/>Put all paper pieces into the bowl and invite each child. Provide worksheet and glue. Help child to glued paper pieces on the carrot. Engage rest of the class with play dough and counters.</p> <p><b>Wrap up:</b> What starts with letter 'c'? What is the initial sound in down? What is the initial sound in caterpillar?</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Circle the letter 'c'.</p> | <p>20 mins</p> <p>5 mins</p> |  | <p>Orange/red crepe paper<br/>bowl, glue and<br/>Worksheet of<br/>carrot<br/>Play<br/>dough/counters</p> |
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| Language & Literacy  |   | Title: Letter c   | Day: 2   | Class: Play group  |
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| Learning Outcomes  | Activity Plan/Methodology   | Time:<br>40<br>minutes                                    | Assessment of Learning   | Resources  |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (4 words) and formation of small letter 'c'</p> | <p><b>Recap:</b> Students will be shown letters "c" flashcards and will be asked to recall its name, sound and action.<br/>Play and sing jolly phonics letter 'c' song.<br/><a href="https://youtu.be/-ZxaDdJpxns">https://youtu.be/-ZxaDdJpxns</a></p> <p><b>We Are Learning to:</b> Identify the letter 'c', its sound, action and its related vocabulary.<br/>Formation of small letter 'c' with a correct sequence of movement.</p> <p><b>What I am looking for:</b> How well you identify the letter 'c' sound, action and its vocabulary.<br/><b>Gained skill:</b> This will help us to improve our listening, speaking skills.</p> <p><b>Introduction:</b> Show different vocabulary words begin with small letters c through ppt. After that show the picture stick puppets of the letter 'c' words (caterpillar, crab, cat, corn, crow). Now elicit that it is story time. During the story time use picture sticks puppet and ask the sound of the letter 'c'.</p> <p><b>Letter c story :</b> A caterpillar and crab were cousins. They invited the cat on corn party. There was a crow on the corn tree and making so much noise caw, caw, caw. They decided to call him also in the party. They enjoyed party with corns, candies and cupcakes.</p> <p><b>Guided practice :</b> Provide the letter 'worksheets to all students. Teacher will demonstrate how to apply the glue on letter 'c'. Then place the cotton balls on letter 'c' one by one and stick it. Tell the students 'c' is for cotton.</p> <p><b>Wrap up:</b> What starts with letter 'c'? What is the initial sound in carrot and clock?</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 name, sound, action, vocabulary and formation of small letter "c".</p> | <p>Flash cards</p> <p>Ppt/ picture sticks puppet</p> <p>worksheet<br/>cotton balls<br/>liquid glue</p> |

| Language & Literacy  |   | Title: Letter c   | Day: 3   | Class: Play group  |  |
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| 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 name, sound, action, vocabulary (4 words) and formation of small letter c</p> | <p><b>Recap:</b> Students will be shown letters "c" flashcards and will be asked to recall its name, sound and action. Play and sing jolly phonics letter 'c' song with action.<br/> <a href="https://youtu.be/-ZxaDdJpxns">https://youtu.be/-ZxaDdJpxns</a><br/>           Show them puppet sticks to recap the letter 'c' story.</p> <p><b>We Are Learning to:</b> Identify the letter 'c' its sound , action and its related vocabulary<br/>           Formation of small letter 'c' with a correct sequence of movement</p> <p><b>What I am looking for:</b> How well you identify the letter 'c' sound, action and its vocabulary.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking, reading skills.</p> <p><b>Introduction:</b> Ask the students to open their books at page 12. Draw their attention to the letter 'c'. Ask them to trace it with their pointing finger 2, 3 times. Encourage students to identify the letter 'c' sound, words, and its action.</p> <p><b>Guided Practice:</b> Take an orange/red paper plate and fold it in half so the coloured side is on outside. Take an orange/red sheet and cut out in four legs shape, pincer shape and two thin rectangles. Stick the legs inner side, pincer on top, rectangle on top in the middle of the back of the plate with glue. Stick the jumbo googly eyes on top of the rectangle. Use black marker for mouth in front of the plate.</p> <p><b>Wrap up:</b> What starts with letter 'c'? What is the initial sound in cow and cake?</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Colour the pictures of letter 'c'</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 name, sound, action vocabulary and formation small letter "c".</p> | <p>flashcards</p> <p>Book page 12</p>  <p>Orange/ red paper, Plate, orange/ red coloured sheet, scissors, glue, googly eyes worksheet</p> |  |

| Learning Outcomes  | Activity Plan/Methodology  | Time:<br>40<br>minutes                                    | Assessment<br>of Learning  | Resources   |
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| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (7 words) and formation of small letter 'c'</p> | <p><b>Recap:</b> Show the flashcard of letter 'c' and ask which letter is this? Reinforce the sound and action of the letter 'c'. Recall all vocabulary through flashcards. Sing a rhyme with students.</p> <p>Cobbler cobbler mend my shoe<br/>Get it done by half past two<br/>Half past two is much too late<br/>Get it done by half past eight</p> <p><b>We Are Learning to:</b> Identify the letter 'c', its sound, action and its related vocabulary<br/>Formation of small letter 'c' with a correct sequence of movement</p> <p><b>What I am looking for:</b> How well you identify the letter 'c' sound, action and its vocabulary.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking, reading and writing skills.</p> <p><b>Introduction:</b> Ask the students write the letter with your finger in the air, explaining your movements as you do so (e.g. . . . top in the corner curve and around to the bottom). In particular, stress the starting point, and the fact that although there are two dots, 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. Continue with other practice techniques, writing letter 'c' in the palm of your hand, on the table.</p> <p><b>Guided practice:</b> Place the letter c flashcard on the table with the picture flashcards of letter a, b and c. Ask the students sort out the letter c pictures flashcards. Paste some letter 'c' vocabulary flash cards on board with odd one out. Say the names of all pictures. Encourage students to identify the picture that begin with letter 'c'.</p> <p>Ask the students to open their books at page 13. Help child to circle letter "c" pictures and complete the tracing at the bottom of the page.</p> <p><b>Wrap up:</b> What starts with letter 'c'? What is the initial sound in cake, cow, caterpillar, clown, cap, clock, car</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 name, sound, action, vocabulary and formation of small letter 'c'.</p> | <p>Flash cards</p> <p>Letter c flashcard<br/>Pictures flashcards of letter a, b and c</p> <p>Book page 13</p> |

| Language & Literacy  |  | Title: Letter c   | Day: 5   | Class: Play group   |  |
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| Learning Outcomes  | Activity Plan/Methodology  | Time:<br>40<br>minutes                                  | Assessment of Learning   | Resources   |  |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (7 words) and formation of small letter 'c'</p> | <p><b>Recap:</b> Show the flashcard of letter 'c' and ask which letter is this? Reinforce the sound and action of the letter 'c'. Recall all vocabulary through flashcards.</p> <p><b>We Are Learning to:</b> Identify the letter 'c', its sound, action and its related vocabulary<br/>Formation of small letter 'c' with a correct sequence of movement</p> <p><b>What I am looking for:</b> How well you identify the letter 'c' sound, action and its vocabulary.</p> <p><b>Gained skill:</b> This will help us to improve our listening, speaking, reading and writing skills.</p> <p><b>Introduction:</b> Organize sand letter prior to tracing letter 'c' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2, 3 times.</p> <p><b>Guided practice:</b> Ask students to open their copies. Trace letter 'c' on copy. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each letter without eliminating their pencil from the page.</p> <p>Distribute the caps and help students to wear them. Involve them in decorating the classroom. Ask students to do a 'caterpillar walk' to the beat of the music. After that ask some students to distribute the plates and spoons with cupcakes to their fellows</p> <p><b>Wrap up:</b> What starts with letter 'c'? What is the initial sound in cake, cow, caterpillar, down, cap, clock, car?</p> <p><b>Reflection :</b></p> <p><b>Homework</b> Trace letter 'c' on copies.</p> | <p>3 mins</p> <p>5mins</p> <p>30 mins</p> <p>2 mins</p> | <p>Students will be assessed on Identifying the name, sound, action, vocabulary and formation of small letter "c".</p> | <p>Flash cards</p> <p>Sand letter</p> <p>Copy work</p> <p>Cupcakes, decoration, Plates spoon caps</p> |  |