Teacher Resource

Aquiline

I Can Read English

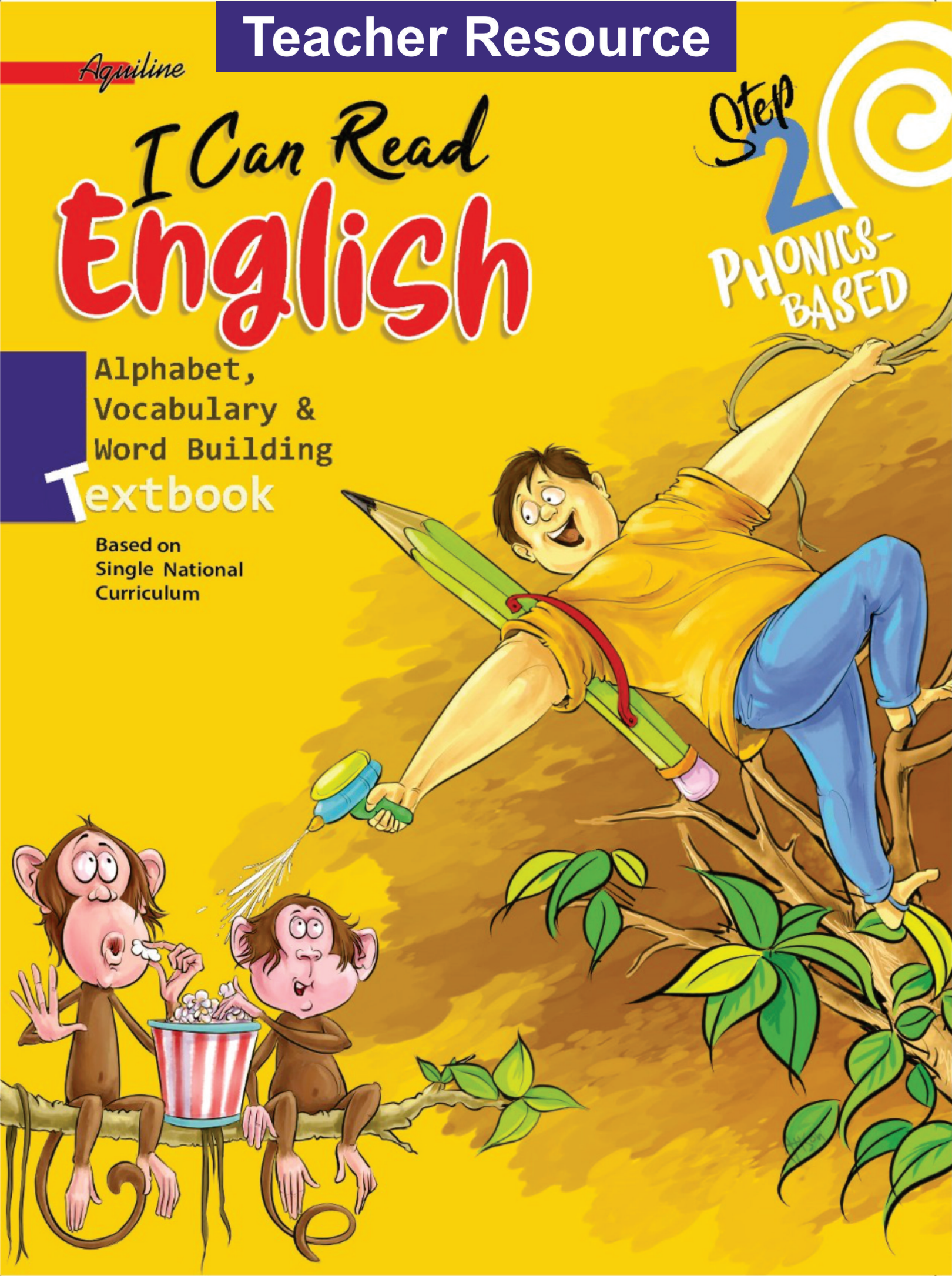
Step 2

PHONICS-BASED

Alphabet, Vocabulary & Word Building

Textbook

Based on
Single National
Curriculum



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Term Planning 2022 – 23

Class: Nursery **Subject:** English

Academic Week	No. of Working Days	I Can Read English (Book) I Can Write English (Workbook)	Page No.
		First Term Topic	
1st Week	**5**	• Letter "Aa" 3 Day • Letter "Bb" 2 Day	**4-5** **6-7**
2nd Week	**5**	• Letter "Bb" 1 Day • Letter "Cc" 3 Day • Letter "Aa, Bb, Cc" Revision 1 Day • **1st Assessment**	**6-7** **8-9** **4-9**
3rd Week	**5**	• Letter "Dd" 3 Day • Letter Aa to Dd Blending & Review-1 • Letter "Ee" 1 Day	**10-11** **12-13** **14-15**
4th Week	**5**	• Letter "Ee" 2 Day • Letter "Ff" 3 Day • **2nd Assessment**	**14-15** **16-17**
5th Week	**5**	• Letter "Dd, Ee, Ff" Revision 1 Day • Letter "Gg" 3 Day • Letter "Hh" 1 Day	**10-17** **18-19** **20-21**
6th Week	**5**	• Letter "Hh" 2 Day • Letter Ee to Hh Blending & Review-2 • Letter "Ii" 2 Day	**20-21** **22-23** **24-25**
7th Week		• Letter "Ii" 1 Day • Letter "Gg, Hh, Ii" Revision 1 Day • **3rd Assessment**	**24-25** **18-25**
8th Week	**5**	**First Term Assessment**	
		Second Term Topic	
9th Week	**5**	• Letter "Jj" 3 Day • Letter "Kk" 2 Day	**26-27** **28-29**
10th Week	**5**	• Letter "Kk" 1 Day • Letter "Ll" 3 Day • Letter "Jj, Kk, Ll" Revision 1 Day • **4th Assessment**	**28-29** **30-31** **26-31**
11th Week	**5**	• Letter Ii to Ll Blending & Review-3 • Letter "Mm" 3 Day • Letter "Nn" 1 Day	**32-33** **34-35** **36-37**
12th Week	**5**	• Letter "Nn" 2 Day	**36-37**

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Term Planning 2022 – 23

Class: Nursery **Subject:** English

Academic Week	No. of Working Days	I Can Read English (Book) I Can Write English (Workbook)	Page No.
		• Letter "Oo" 3 Day • **5th Assessment**	**38-39**
13th Week	**5**	• Letter "Mm, Nn, Oo" Revision 1 Day • Letter "Pp" 3 Day • Letter Mm to Pp Blending & Review-4	**34-39** **40-41** **42-43**
14th Week	**5**	• Letter "Qq" 3 Day • Letter "Rr" 2 Day	**44-45** **46-47**
15th Week		• Letter "Rr" 1 Day • Letter "Pp, Qq, Rr" Revision 1 Day • **6th Assessment**	**46-47** **40-47**
16th Week	**5**	**Second Term Assessment**	
		Third Term Topic	
17th Week	**5**	• Letter "Ss" 3 Day • Letter "Tt" 2 Day	**48-49** **50-51**
18th Week	**5**	• Letter "Tt" 1 Day • Letter "Uu" 3 Day • Letter Qq to Uu Blending & Review-5 • **7th Assessment**	**50-51** **52-53** **54-55**
19th Week	**5**	• Letter "Ss, Tt, Uu" Revision 1 Day • Letter "Vv" 3 Day • Letter "Ww" 1 Day	**48-53** **56-57** **58-59**
20th Week	**5**	• Letter "Ww" 2 Day • Letter "Xx" 3 Day • **8th Assessment**	**58-59** **60-61**
21th Week	**5**	• Letter "Vv, Ww, Xx" Revision 1 Day • Letter "Yy" 3 Day • Letter "Zz" 1 Day	**56-61** **62-63** **64-65**
22th Week	**5**	• Letter "Zz" 2 Day • Letter "Yy, Zz" Revision 1 Day • **9th Assessment**	**64-65** **62-65**
	5	**Final Year Examination**	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Aa"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Aa".
- pronounce the words starting with the letter "Aa" correctly.
- identify the images which are starting with the letter "Aa".

Equipment & Material Required:

Audio Visual Aids (Letter "A" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ant, apple, arrow, axe, alligator

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "Aa" Story: Dear Children! Ahmed and ants are friends. Once Ahmed shot the apples with his arrow. Ants were walking in a queue. They were carrying fallen apples to store for winter. The alligator was happy to see Ahmed helping ants.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an apple in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten an apple? ➢ Have you drunk apple juice?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Aa". • Show them the flash cards of the letter "a" and introduce its sound "ay". • Explain them the initial sound in the name of 'apple' is / a /. • Show them an 'apple' flash card and instruct the children to say the name of the picture, i.e. 'apple' and emphasize the first sound / a /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of ‘Aa’ with proper impressions, showing the pictures given on pages 4, and 5 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /a/?	What is the colour of apple?
Who helped ants?	What were ants carrying?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in storytelling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 5, 6” on the textbook,
- Show the children the name and sound of the letter ‘Aa’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Aa’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Aa’ on the textbook. Then turn your finger on ‘Aa’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Aa /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Aa’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 4, 5.

- Identify the images given on pg. no. 5 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Aa"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "A" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ambulance, anthill, astronaut, Ali, Ahmed, Abbottabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What do you know about a rhyme? ➢ Have you ever listened any rhyme? ➢ Do you know any rhyme?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**a**/, /**a**/, apple - /**a**/, /**a**/, apple Red and juicy apples,	30 Minutes

Class: Nursery **Subject:** English

Falling from the tree.
Ants in a queue,
taking them for free.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 5.
- Put your finger to the letter /a/ and then read.
- Help them remember the sound of the letter /a/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /a/ and say *a is for a-a-nt*.

Put your finger on the page and tell me where **'a'** is?	Put your finger on the page and tell where the **'apple'** is?
Put your finger on the page and tell where the **'ant'** is?	Put your finger on the page and tell where the **'alligator'** is?
Put your finger on the page and tell where the **'arrow'** is?	Put your finger on the page and tell where the **'axe'** is?

- Write the "Aa" on the whiteboard and say the letter name and voice.
- Repeat the letter "Aa" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Aa".
  - **For Example:** **/A/** Ant, **/A/** Axe, **/A/** Arrow, **/A/** Alligator
- Ask the children to open page no. 6 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Aa" sound in the class, such as ant, ankle and apple.
- Ask the students at a time to find an object or a picture which begin with the "Aa" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of apple, ant, axe, arrow and alligator in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook, pg. no 4-5.

- Identify the images given on pg. no. 5 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 6.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Aa"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Aa".
- recognise "Aa" sound and its vocabulary words listed in workbook.
- recognise capital "A" and small "a".
- draw curved lines using fine motor skills in preparation of writing letter "Aa".
- hold or grip a pencil in a correct way to form letter "Aa".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ambulance, anthill, astronaut, Ali, Ahmed, Abbottabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 6. ➢ Can you recognize the objects starting with the letter "Aa"? ➢ What ants are doing? ➢ How many letters are given in apples? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Aa" • Explain that they are going to learn how to write the letter "Aa". • Point to "Aa" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /a/ … /a/ for apple! Yes, /a/ … /a/ for ant! Yes, /a/ … /a/ for arrow! • Show the students how to write the lower case 'a' on the board. Sound out /a/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'A' on the board. Sound out /a/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "A" and small "a" on the whiteboard or paste flashcards of capital and small "Aa" on whiteboard. • Repeat the sound of letter "Aa" and its vocabulary. • Encourage the students to recognise the sound of letter "Aa" and find more words having this sound. • Instruct the students how to write capital "A". First, they have to draw a slanting line then draw another slanting line from the starting point and finally draw a sleeping line between the middle of these two lines. • Instruct the students how to write lower case "a" by using your finger and write with it on flashcard of letter "a". When writing, say the instructions like; start from the top, go round and round and make a half circle and stop. Starting from the top, make a standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "A". • Ask the students to complete the tracing activity on workbook pg. no. 7. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Aa' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 6-7 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Bb"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Bb".
- pronounce the words starting with the letter "Bb" correctly.
- identify the images which are starting with the letter "Bb".

Equipment & Material Required:

Audio Visual Aids (Letter "Bb" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ball, bus, baby, bird, bag, balloon

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Bb" Story: (Babar and Baby) Babar is a boy. He is catching his bus. His little brother, Babar is weeping to see him go. He does not want to play with his ball. Mother is giving him a banana to eat. Punctuality is a good habit indeed.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a banana in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten a banana? ➢ Have you drunk banana milkshake?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the second letter "Bb". • Show them the flash cards of the letter "b" and introduce its sound "bee". • Explain them the initial sound in the name of 'ball' is / b /. • Show them a 'ball' flash card and instruct the children to say the name of the picture, i.e. 'ball' and emphasize the first sound / b /. • Tell the story of 'Bb' with proper impressions, showing the pictures given on pages 6,	30 Minutes

and 7 of the textbook.

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /b/?	Who loves the baby?
What did Babar share with baby?	Who came for help?
What did the bird bring?	

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 6, 7" on the textbook,
- Show the children the name and sound of the letter 'Bb' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Bb' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Bb' on the textbook. Then turn your finger on 'Bb' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Bb /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Bb'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 6, 7.

- Identify the images given on pg. no. 7 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Bb"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 1 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "**Bb**" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: book, boy, boat, butterfly, banana, Bahawalpur

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is the colour of banana? ➢ Have you ever see a bird? ➢ Do you know any bird name?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**b**/, /**b**/, banana- /**b**/, /**b**/, banana Eat banana, do not cry!	30 Minutes

O, my baby boy.
Bird, boy and butterfly,
Saying bye, bye, goodbye.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 7.
- Put your finger to the letter /b/ and then read.
- Help them remember the sound of the letter /b/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /b/ and say *b is for b-ball*.

Put your finger on the page and tell me where **'b'** is?	Put your finger on the page and tell where the **'bus'** is?
Put your finger on the page and tell where the **'baby'** is?	Put your finger on the page and tell where the **'bird'** is?
Put your finger on the page and tell where the **'bag'** is?	Put your finger on the page and tell where the **'balloon'** is?

- Write the "Bb" on the whiteboard and say the letter name and voice.
- Repeat the letter "Bb" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Bb".
  - **For Example:** **/b/** Ball, **/b/** Bus, **/b/** Baby, **/b/** Bird **/b/** Bag, **/b/** Balloon
- Ask the children to open page no. 8 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Bb" sound in the class, such as bird, book and basket.
- Ask the students at a time to find an object or a picture which begin with the "Bb" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of ball, bus, baby, bird, bag and balloon in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 6-7.

- Identify the images given on pg. no. 7 of the textbook.

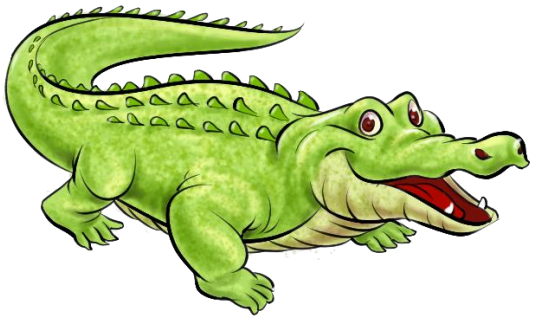
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• Ask the students to solve the colouring activity 2 of the workbook page no. 8.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

A a	
	
	

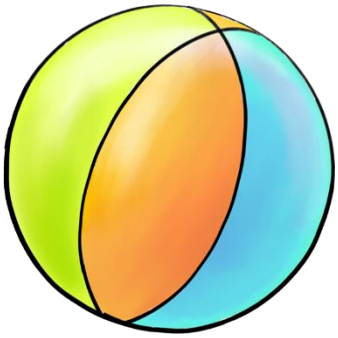
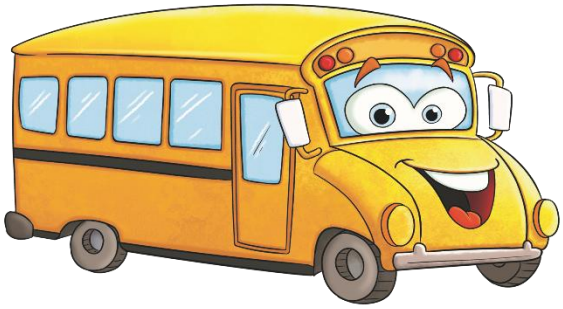
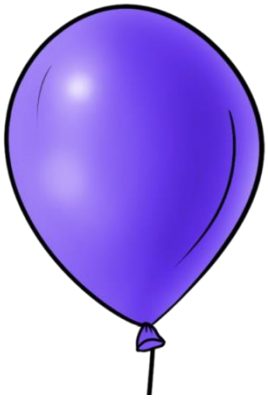
Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
A a	apple
arrow	axe
alligator	ant

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

B b	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
B b	ball
bus	baby
bird	balloon

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Bb"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Bb".
- recognise "Bb" sound and its vocabulary words listed in workbook.
- recognise capital "B" and small "b".
- draw curved lines using fine motor skills in preparation of writing letter "Bb".
- hold or grip a pencil in a correct way to form letter "Bb".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: book, boy, boat, butterfly, banana, Bahawalpur

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 8. ➢ Can you recognize the objects starting with the letter "Bb"? ➢ What birds are doing? ➢ How many letters are given in bus? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Bb" • Explain that they are going to learn how to write the letter "Bb". • Point to "Bb" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /b/ … /b/ for ball! Yes, /b/ … /b/ for bus! Yes, /b/ … /b/ for baby! • Show the students how to write the lower case 'b' on the board. Sound out /b/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'B' on the board. Sound out /b/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "B" and small "b" on the whiteboard or paste flashcards of capital and small "Bb" on whiteboard. • Repeat the sound of letter "Bb" and its vocabulary. • Encourage the students to recognize the sound of letter "Bb" and find more words having this sound. • Instruct the students how to write capital "B". Give instructions like; starting from the top make a standing line and stop. Then, starting from the top go round and make half circle and stop. Starting from the middle go round make another half circle and stop. • Instruct the students how to write lower case "b" by using your finger and write with it on flashcard of letter "b". When writing, say the instructions like; starting from the top, make a standing line and stop. Starting from the middle, go round and round make a half circle and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "B". • Ask the students to complete the tracing activity on workbook page no. 9. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Bb' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 8-9 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

Publishers, Printers & Booksellers

Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Cc"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Cc".
- pronounce the words starting with the letter "Cc" correctly.
- identify the images which are starting with the letter "Cc".

Equipment & Material Required:

Audio Visual Aids (Letter "Cc" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cat, cap, car, cow, cake, crow

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Cc" Story: (Cat's Birthday) It was cat's birthday. The cat invited a cow, a camel and a car to her birthday. A candle was burning on a beautiful cake. The crow was also happy/ The cat blew the candle and cut the cake. Everyone was happy. Sharing happiness with others is a good habit.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a cake or cake picture in the classroom. Ask some questions about it. ➢ Have you ever eaten a cake? ➢ Which kind of cake do you like? ➢ Do you like chocolate and pineapple cake?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the third letter "Cc". • Show them the flash cards of the letter "c" and introduce its sound "see". • Explain them the initial sound in the name of 'car' is / c /. • Show them a 'car' flash card and instruct the children to say the name of the picture, i.e. 'car' and emphasize the first sound / c /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Cc' with proper impressions, showing the pictures given on pages 8, and 9 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (Imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /c/?	Who invited for birthday?
What was burning on the cake?	Who came on birthday?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 8, 9" on the textbook,
- Show the children the name and sound of the letter 'Cc' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Cc' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Cc' on the textbook. Then turn your finger on 'Cc' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Cc /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Cc'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 8, 9.

- Identify the images given on pg. no. 9 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Cc"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Cc" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cup, came, candle, Canada

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Do you have any car toy? ➢ What is the colour of the toy?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**c**/, /**c**/, car - /**c**/, /**c**/, car Car, camel and crow, Sitting in a row,	30 Minutes

Celebrating cat's birthday,
Under the tree's shadow.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 9.
- Put your finger to the letter /c/ and then read.
- Help them remember the sound of the letter /a/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /c/ and say *c is for c-c-at*.

Put your finger on the page and tell me where **'c'** is?	Put your finger on the page and tell where the **'cat'** is?
Put your finger on the page and tell where the '**cap**' is?	Put your finger on the page and tell where the **'car'** is?
Put your finger on the page and tell where the **'cow'** is?	Put your finger on the page and tell where the **'cake**' is?
Put your finger on the page and tell where the **'crow'** is?	

- Write the "Cc" on the whiteboard and say the letter name and voice.
- Repeat the letter "Cc" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Cc".
  - **For Example:** **/C/** cap, **/C/** car , **/C/** cow, **/C/** cake **/C/** cat, **/C/** crow
- Ask the children to open page no. 10 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Cc" sound in the class, such as cat, cap, car, cow, crow and cake.
- Ask the students at a time to find an object or a picture which begin with the "Cc" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of cat, cap, car, cow, cake and crow in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 8-9.

- Identify the images given on pg. no. 9 of the textbook.

Class: Nursery **Subject:** English

• Ask the students to solve the circle activity 2 of the workbook page no. 10.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Cc"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Cc".
- recognise "Cc" sound and its vocabulary words listed in workbook.
- recognise capital "C" and small "c".
- draw curved lines using fine motor skills in preparation of writing letter "Cc".
- hold or grip a pencil in a correct way to form letter "Cc".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cup, came, candle, Canada

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 10. ➢ Can you recognize the objects starting with the letter "Cc"? ➢ What cat are doing? ➢ How many letters are given in cow? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Cc" • Explain that they are going to learn how to write the letter "Cc". • Point to "Cc" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /c/ … /c/ for cat! Yes, /c/ … /c/ for cap! Yes, /c/ … /c/ for car! • Yes, /c/ … /c/ for cow! Yes, /c/ … /c/ for cake! Yes, /c/ … /c/ for crow! • Show the students how to write the lower case 'c' on the board. Sound out /c/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'C' on the board. Sound out /c/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "C" and small "c" on the whiteboard or paste flashcards of capital and small "Cc" on whiteboard. • Repeat the sound of letter "Cc" and its vocabulary. • Encourage the students to recognise the sound of letter "Cc" and find more words having this sound. • Instruct the students how to write capital "C". Starting from the top, go round and round; make a half circle and stop. While saying the instructions, drag your fingers on the alphabet "C". • Instruct the students how to write lower case "c" by using your finger and write with it on flashcard of letter "c". When writing, say the instructions like; start from the top, go round and round and make a half circle and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "C". • Ask the students to complete the tracing activity on workbook page no. 11. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Cc' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 10-11 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Aa, Bb, Cc"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 2 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Aa, Bb, Cc".
- revise "Aa, Bb, Cc" sound and their vocabulary words listed in workbook.

Equipment & Material Required:

Audio Visual Aids (Letter "A, B, C"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ant, apple, arrow, axe, alligator, ball, bus, baby, bird, bag, balloon, cat, cap, car, cow, cake, crow

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever eaten an apple? ➢ Have you drunk banana milkshake? ➢ Which kind of cake do you like?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Nursery **Subject:** English

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 4 to 9 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /a/ and say *a is for a-a-nt*.

Put your finger on the page and tell me where **'a, b, c'** is?	Put your finger on the page and tell where the **'apple'** is?
Put your finger on the page and tell where the **'ball'** is?	Put your finger on the page and tell where the **'car'** is?
Put your finger on the page and tell where the **'cake'** is?	Put your finger on the page and tell where the **'balloon'** is?

- Repeat the letters "Aa, Bb, Cc" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Aa, Bb, Cc".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'A, B, C' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Aa, Bb, Cc" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Aa, Bb, Cc" sounds.
- Show the pictures of arrow, axe, alligator, ball, bus, bag, balloon, cow, cake, crow in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 4-9.

- Identify the images given on pg. no. 4-9 of the textbook.
- Practise the letters "Aa, Bb, Cc" as written activity.

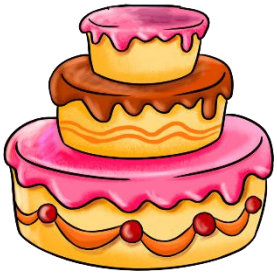
Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

C c	
	
	

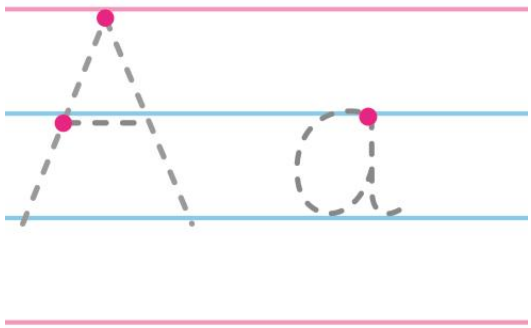
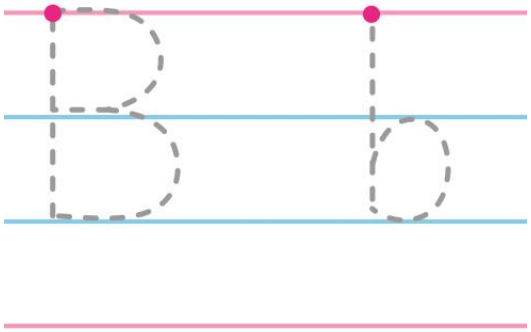
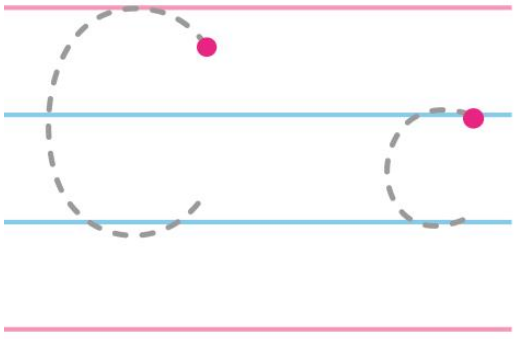
Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
C c	car
crow	cat
cow	cake
cap	

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 5)

(Take a print and ask the students to trace the given letters.)

A a	
B b	
C c	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Dd"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Dd".
- pronounce the words starting with the letter "Dd" correctly.
- identify the images which are starting with the letter "Dd".

Equipment & Material Required:

Audio Visual Aids (Letter "Dd" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: deer, dog, doll, duck, drum

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Dd" Story: (Duck, Dog and Deer) Dear Children! A duck, a dog and a deer are dancing on the drum beat. The drummer is playing it so nicely. Amina has brought a doll. She will give it to the best dancer. We should give gifts to our dear ones and appreciate others' efforts.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a doll or doll picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you have a doll toy? ➢ Have you ever see a doll?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Dd". • Show them the flash cards of the letter "d" and introduce its sound "dee". • Explain them the initial sound in the name of 'dog' is / d /. • Show them a 'dog' flash card and instruct the children to say the name of the picture, i.e. 'dog' and emphasize the first sound / d /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Dd' with proper impressions, showing the pictures given on pages 10, and 11 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /d/?	Who brought a doll?
What was drummer beating?	Who were dancing?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "pg. no. 10, 11" on the textbook,
- Show the children the name and sound of the letter 'Dd' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Dd' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Dd' on the textbook. Then turn your finger on 'Dd' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Dd /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Dd'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 10, 11.

- Identify the images given on pg. no. 11 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Dd"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Dd" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: door, duster, diamond, Daska

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Which bird float on the water? ➢ Have you ever see a duck?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**d**/, /**d**/, deer - /**d**/, /**d**/, deer Duck, dog and deer!, Enjoying without fear.	30 Minutes

Class: Nursery **Subject:** English

Amina brings her doll.
The drum is adding cheer.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on pg. no. 11.
- Put your finger to the letter /d/ and then read.
- Help them remember the sound of the letter /d/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /d/ and say *d is for d-deer*.

Put your finger on the page and tell me where **'d'** is?	Put your finger on the page and tell where the **'deer'** is?
Put your finger on the page and tell where the **'dog'** is?	Put your finger on the page and tell where the **'doll'** is?
Put your finger on the page and tell where the **'duck'** is?	Put your finger on the page and tell where the **'drum'** is?

- Write the "Dd" on the whiteboard and say the letter name and voice.
- Repeat the letter "Dd" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Dd".
  - **For Example:** **/d/** deer, **/d/** dog, **/d/** doll, **/d/** duck **/d/** drum
- Ask the children to open page no. 12 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Dd" sound in the class, such as bird, book and basket.
- Ask the students at a time to find an object or a picture which begin with the "Dd" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of deer, dog, doll, duck and drum in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 10-11.

- Identify the images given on pg. no. 11 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 12.

Evaluation of Learning:

Class: Nursery **Subject:** English

Evaluation of Teaching:	

Aquiline

Publishers, Printers & Booksellers

Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Dd"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Dd".
- recognise "Dd" sound and its vocabulary words listed in workbook.
- recognise capital "D" and small "d".
- draw curved lines using fine motor skills in preparation of writing letter "Dd".
- hold or grip a pencil in a correct way to form letter "Dd".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: door, duster, diamond, Daska

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 12. ➢ Can you recognize the objects starting with the letter "Dd"? ➢ What duck are doing? ➢ How many letters are given in dog? ➢ Can you write those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Dd" • Explain that they are going to learn how to write the letter "Dd". • Point to "Dd" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /d/ … /d/ for deer! Yes, /d/ … /d/ for dog! Yes, /d/ … /d/ for doll! Yes, /d/ … /d/ for duck! Yes, /d/ … /d/ for drum! • Show the students how to write the lower case 'd' on the board. Sound out /d/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'D' on the board. Sound out /d/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "D" and small "d" on the whiteboard or paste flashcards of capital and small "Dd" on whiteboard. • Repeat the sound of letter "Dd" and its vocabulary. • Encourage the students to recognize the sound of letter "Dd" and find more words having this sound. • Instruct the students how to write capital "D". Starting from the top, make a standing line and stop. Starting from the top, go round and round, make a half circle and stop. While saying the instructions, drag your fingers on the alphabet "D". • Instruct the students how to write lower case "d" by using your finger and write with it on flashcard of letter "d". When writing, say the instructions like; starting from the middle, go round and round, make a half circle and stop. Starting from the top, make a standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "D". • Ask the students to complete the tracing activity on workbook page no. 13. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Dd' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 12-13 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Reading, Blending Known Letter and Review-1
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 3 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- identify the sounds of different letters and blend them into words.
- identify blending letters and their sounds.
- make new words by using the consonant blends (letters).
- blend the sounds of different letters together to create basic words.
- identify the beginning sound in grade-level words using written supports.
- revise their listening, speaking and imagination skills.
- review the letters "Aa, Bb, Cc, Dd".
- revise "Aa, Bb, Cc, Dd" activities.

Equipment & Material Required:

Audio Visual Aids (Letter "Aa, Bb, Cc, Dd"), Textbook, Flash Pictures, Vocabulary cards, Whiteboard, Board Marker, Duster, Sticky Notes in Two Different Colours (to Denote Vowels and Consonants)

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Can you make new words with the given letters? ➢ Can you identify the names of the given pictures?	5 Minutes
Development **Practice Activities:** • **Sound blending** is the ability to build words from individual **sounds** by **blending** the **sounds** together in sequence. For example, the learner **blends** the **sounds** a, x, and m to form the word axe. • Introduce the lesson by posting three coloured sticky notes on the board (Red-White-Red) and saying, "Today we are going to practise sounding out words with three letters.	30 Minutes

• Remember that letters represent sounds and when we put those sounds together, we get a word. When we sound out today's words, we are going to listen for each letters "Aa, Bb, Cc, Dd" sound and then put all of the sounds together to read our word. • These sticky notes are going to represent our letters, consonant-vowel-consonant or CVC words. • Ask the students to open the books, page no. 12 of the textbook. • Put your finger on each dot and make the sound of the letter. Slowly move your finger across the arrow and say /aaabbb/. • Repeat this motion and sound a couple of times more quickly until you are saying the word "ab" at the normal speed. • Introduce new vocabulary words using the Visual Vocabulary Cards for reference. • Provide student-friendly definitions in both English and home language (L1) if possible. • Review which letters are vowels and which are consonants by going over all 26 letters of the alphabet with the class naming all of the consonants and then vowels. • Say the word, "ant" aloud and then point to the first sticky note and model saying the sound /aaa/ (not the letter name) aloud, while clapping once for the letter A. Continue with the remaining two sticky notes, clapping once for /nnn/ and /ttt/. Model putting the sounds together, by sliding your hands together while saying the sounds as complete word. • Repeat this process with a new word, (e.g., bus) and have the students follow along (clapping and then sliding their hands together) to blend the new word. • Repeat the letters "Aa, Bb, Cc, Dd" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Aa, Bb, Cc, Dd". • Ask the students to open the page no. 13 of the textbook and see the **Review-1, Activity 1**. • Solve it by the helping of the students. • Ask the student to see the **Review-1, Activity 2** page no. 13 of the textbook. • Solve it with the help of the students. • Appreciate their participation.	
Assessment: • Place some objects or pictures of the objects which begin with "Aa, Bb, Cc, Dd" sounds in the class. • Ask the students at a time to find an object or a picture which begins with "Aa, Bb, Cc, Dd" sounds. • Show the pictures of "Aa, Bb, Cc, Dd" in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening sound.	5 Minutes
Homework: Ask the students to look carefully at the activities given on the workbook, pg. no. 14. • Solve the **Review-1. (i)** Write the capital / small alphabet in the given box.	

Class: Nursery **Subject:** English

(ii) Circle the beginning letter of the picture. **(iii)** Write the missing letter. • • Practise the letters "Aa, Bb, Cc, Dd" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ee"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 3 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ee".
- pronounce the words starting with the letter "Ee" correctly.
- identify the images which are starting with the letter "Ee".

Equipment & Material Required:

Audio Visual Aids (Letter "Ee" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: egg, elephant, elbow, envelope, engine

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ee" Story: (Ehsan hurts his Elbow) Ehsan got his elbow hurt while swimming. His friend Emmy dressed his elbow. The elephant loves to play in the water. The engine was also passing nearby. It brought the envelopes that postman had to deliver. Helping others is a good habit.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an egg or egg picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten an egg? ➢ Do you like to eat eggs in breakfast?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Ee". • Show them the flash cards of the letter "e" to the children and introduce its sound "ee". • Explain them the initial sound in the name of 'egg' is / e /. • Show them an 'egg' flash card and instruct the children to say the name of the picture, i.e. 'egg' and emphasize the first sound / e /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of ‘Ee’ with proper impressions, showing the pictures given on pages 14, and 15 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (Imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /e/?	Whose elbow got hurt?
What was the name of Ehsan’s friend?	Who loves to play in water?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 14, 15” on the textbook,
- Show the children the name and sound of the letter ‘Ee’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Ee’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Ee’ on the textbook. Then turn your finger on ‘Ee’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ee /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Ee’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 14, 15.

- Identify the images given on pg. no. 15 of the textbook.

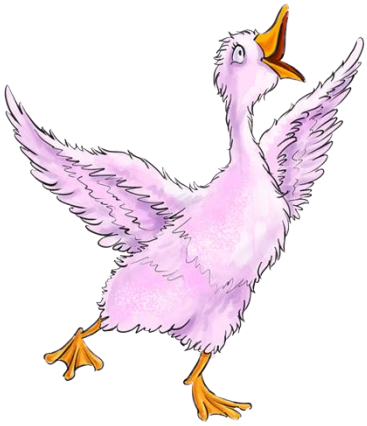
Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

D d	
	
	

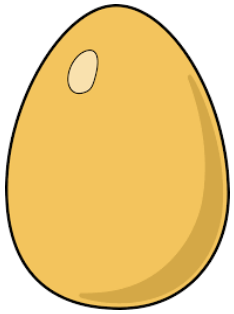
Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
D d	dog
deer	duck
drum	doll

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

E e	
	
	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ee"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Ee" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: eggplant, eggshell, Ehsan, Ellahabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Did you see the biggest animal? ➢ What is the name of that animal?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**e**/, /**e**/, elephant - /**e**/, /**e**/, elephant An elephant is bathing, The engine is slowly walking.	30 Minutes

Ehsan's elbow hurts,
Everyone is talking.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 15.
- Put your finger to the letter /e/ and then read.
- Help them remember the sound of the letter /e/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /e/ and say *e is for e-egg*.

Put your finger on the page and tell me where **'e'** is?	Put your finger on the page and tell where the **'egg'** is?
Put your finger on the page and tell where the **'elephant'** is?	Put your finger on the page and tell where the **'envelope'** is?
Put your finger on the page and tell where the **'elbow'** is?	Put your finger on the page and tell where the **'engine'** is?

- Write the "Ee" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ee" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ee".
  - **For Example:** **/e/** egg, **/e/** elephant, **/e/** elbow, **/e/** envelop **/e/** engine
- Ask the children to open pg. no. 15 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ee" sound in the class, such as bird, book and basket.
- Ask the students at a time to find an object or a picture which begin with the "Ee" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of egg, elephant, elbow, envelop and engine in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 14-15.

- Identify the images given on pg. no. 15 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 15.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ee"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Ee".
- recognise "Ee" sound and its vocabulary words listed in workbook.
- recognise capital "E" and small "e".
- draw curved lines using fine motor skills in preparation of writing letter "Ee".
- hold or grip a pencil in a correct way to form letter "Ee".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: eggplant, eggshell, Ehsan, Ellahabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 15. ➢ Can you recognize the objects starting with the letter "Ee"? ➢ What elephant are doing? ➢ How many letters are given in egg? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ee" • Explain that they are going to learn how to write the letter "Ee". • Point to "Ee" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /e/ … /e/ for egg! Yes, /e/ … /e/ for elephant! Yes, /e/ … /e/ for elbow! Yes, /e/ … /e/ for envelop! Yes, /e/ … /e/ for engine! • Show the students how to write the lower case 'e' on the board. Sound out /e/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'E' on the board. Sound out /e/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "E" and small "e" on the whiteboard or paste flashcards of capital and small "Ee" on whiteboard. • Repeat the sound of letter "Ee" and its vocabulary. • Encourage the students to recognize the sound of letter "Ee" and find more words having this sound. • Instruct the students how to write capital "E". Starting from the top, make a standing line and stop. Starting from the top, make a sleeping line and stop. Starting from the middle, make another sleeping line and stop. Starting from the bottom, make one more sleeping line and stop. While saying the instructions, drag your fingers on the alphabet "E". • Instruct the students how to write lower case "e" by using your finger and write with it on flashcard of letter "e". When writing, say the instructions like; starting from the middle, make a sleeping line, go up and go round and round; make a half circle and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "E". • Ask the students to complete the tracing activity on workbook page no. 16. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ee' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 15-16 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ff"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ff".
- pronounce the words starting with the letter "Ff" correctly.
- identify the images which are starting with the letter "Ff".

Equipment & Material Required:

Audio Visual Aids (Letter "Ff" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: fan, fish, frog, flower, fox.

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ff" Story: (Fatima and Fish) Fatima is scared from the jumping frog. Her food has fallen on the floor with fear. Her sister, Fauzia, is watching a fox on the television. Sudden changes bring fear. Remember! Fear is never bigger than a strong resolve.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a flower or flower picture in the classroom. Ask some questions about it. ➢ Where do we see flowers? ➢ What is the fragrance of flower? ➢ Name any two flowers.	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Ff". • Show them the flash cards of the letter "e" and introduce its sound "Ff". • Explain them the initial sound in the name of 'fish' is / f /. • Show them a 'fish' flash card and instruct the children to say the name of the picture, i.e. 'fish' and emphasize the first sound / f /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Ff' with proper impressions, showing the pictures given on pages 16, and 17 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /f/?	Who was scared from the frog?
Where did the food fall?	What was Fauzia watching on television?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 16, 17" on the textbook,
- Show the children the name and sound of the letter 'Ff' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Ff' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Ff' on the textbook. Then turn your finger on 'Ff' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ff /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Ff'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 16, 17.

- Identify the images given on pg. no. 17 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ff"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 4 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Ff" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: floor, flag, fountain, Fatima, Faisalabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Where do the fish live? ➢ Have you ever seen a fish before?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**f**/, /**f**/, frog - /**f**/, /**f**/, frog A frog is jumping nea. A girl is shouting with fear.	30 Minutes

Bye, bye little fish,
The frog is saying with cheer.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 17.
- Put your finger to the letter /f/ and then read.
- Help them remember the sound of the letter /f/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /f/ and say *f is for f - frog*.

Put your finger on the page and tell me where **'f'** is?	Put your finger on the page and tell where the **'fan'** is?
Put your finger on the page and tell where the **'flower'** is?	Put your finger on the page and tell where the **'frog'** is?
Put your finger on the page and tell where the **'fish'** is?	Put your finger on the page and tell where the **'fox'** is?

- Write the "Ff" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ff" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ff".
  - **For Example:** **/f/** fan, **/f/** fish, **/f/** frog, **/f/** fox **/f/** flower
- Ask the children to open page no. 17 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ff" sound in the class, such as bird, book and basket.
- Ask the students at a time to find an object or a picture which begin with the "Ff" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of fan, fish, frog, flower and fox in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 16-17.

- Identify the images given on pg. no. 17 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 17.

Evaluation of Learning:

Class: Nursery **Subject:** English

Evaluation of Teaching:	

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ff"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 4 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Ff".
- recognise "Ff" sound and its vocabulary words listed in workbook.
- recognise capital "F" and small "f".
- draw curved lines using fine motor skills in preparation of writing letter "Ff".
- hold or grip a pencil in a correct way to form letter "Ff".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: floor, flag, fountain, Fatima, Faisalabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 15. ➢ Can you recognize the objects starting with the letter "Ff"? ➢ What fish are doing? ➢ How many letters are given in frog? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ff" • Explain that they are going to learn how to write the letter "Ff". • Point to "Ff" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /f/ … /f/ for frog! Yes, /f/ … /f/ for fan! Yes, /f/ … /f/ for fish! Yes, /f/ … /f/ for flower! Yes, /f/ … /f/ for fox! • Show the students how to write the lower case 'f' on the board. Sound out /f/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

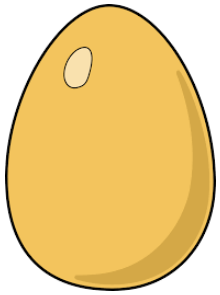
Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'F' on the board. Sound out /f/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "F" and small "f" on the whiteboard or paste flashcards of capital and small "Ff" on whiteboard. • Repeat the sound of letter "Ff" and its vocabulary. • Encourage the students to recognize the sound of letter "Ff" and find more words having this sound. • Instruct the students how to write capital "F". Starting from the top, make a standing line and stop. Starting from the top, make a sleeping line and stop. Starting from the middle, make another sleeping line and stop. While saying the instructions, drag your fingers on the alphabet "F". • Instruct the students how to write lower case "f" by using your finger and write with it on flashcard of letter "f". When writing, say the instructions like; starting from the top, make a small arc then make a standing line and stop. Starting from the middle, make a sleeping line over the standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "F". • Ask the students to complete the tracing activity on workbook page no. 18. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ff' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 17-18 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

(Take a print and cut it out and paste it on the chart)

E e	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

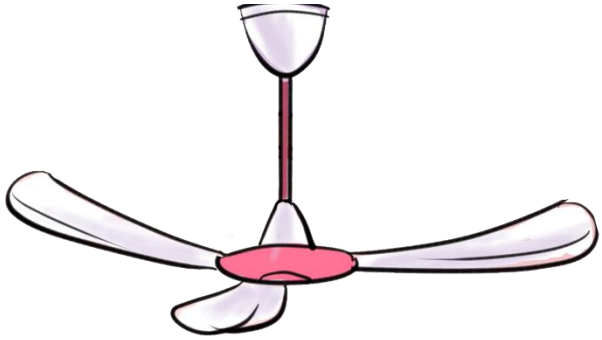
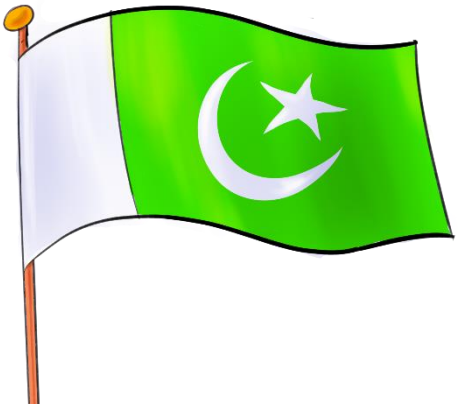
(Take a print and cut it out and paste it on the chart)

E e	egg
elephant	elbow
envelop	engine

Class: Nursery **Subject:** English

Flash Pictures (For Day 3 & Day 4)

(Take a print and cut it out and paste it on the chart)

F f	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

F f	fan
fish	flower
fox	flag

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Dd, Ee, Ff"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 4 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Dd, Ee, Ff".
- revise "Dd, Ee, Ff" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "D, E, F"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: deer, dog, doll, duck, drum, egg, elephant, elbow, envelope, engine, fan, fish, frog, flower, fox

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Do you have a doll toy? ➢ Have you ever eaten an egg? ➢ Where do we see flowers?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Nursery **Subject:** English

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 10 to 17 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /d/ and say *d is for d-d-og*.

Put your finger on the page and tell me where **'d, e, f'** is?	Put your finger on the page and tell where the **'deer'** is?
Put your finger on the page and tell where the **'egg'** is?	Put your finger on the page and tell where the **'elephant'** is?
Put your finger on the page and tell where the **'fan'** is?	Put your finger on the page and tell where the **'fish'** is?

- Repeat the letters "Dd, Ee, Ff" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Dd, Ee, Ff".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'D, E, F' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Dd, Ee, Ff" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Dd, Ee, Ff" sounds.
- Show the pictures of doll, duck, drum, elbow, envelope, engine, frog, flower, fox in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 10-17.

- Identify the images given on pg. no. 10-17 of the textbook.
- Practise the letters "Dd, Ee, Ff" as written activity.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Gg"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Gg".
- pronounce the words starting with the letter "Gg" correctly.
- identify the images which are starting with the letter "Gg".

Equipment & Material Required:

Audio Visual Aids (Letter "Gg" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: goat, grapes, glass, gate, green, gorilla

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Gg" Story: (Gohar Painting the Gate) Gohar is painting the gate in green colour. The girl, Gul, is serving a glass of water to him. The goat is eating grapes. A gorilla is swinging on the tree. They are all happy helping one another is a great habit.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a grapes or grapes picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten grapes? ➢ Have you drunk grapes juice?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Gg". • Show them the flash cards of the letter "g" to the children and introduce its sound "jee". • Explain them the initial sound in the name of 'goat' is / g /. • Show them a 'goat' flash card and instruct the children to say the name of the picture, i.e., 'goat' and emphasize the first sound / g /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Gg' with proper impressions, showing the pictures given on pages 18, and 19 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /g/?	Who was painting the door?
What was colour of the paint?	What was goat eating?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 18, 19" on the textbook,
- Show the children the name and sound of the letter 'Gg' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Gg' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Gg' on the textbook. Then turn your finger on 'Gg' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Gg /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Gg'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 18, 19.

- Identify the images given on pg. no. 19 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Gg"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 5 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Gg" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: garlic, goose, gift, Gul, Gilgit

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Where does the goat live? ➢ Have you ever seen a goat before?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /g/, /g/, gate - /g/, /g/, gate Gohar is painting gate, Goat is eating grapes.	

Gorilla says on the tree,
Helping one another is great.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 19.
- Put your finger to the letter /g/ and then read.
- Help them remember the sound of the letter /g/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /g/ and say *g is for g-gate*.

Put your finger on the page and tell me where **'g'** is?	Put your finger on the page and tell where the **'goat'** is?
Put your finger on the page and tell where the **'grapes'** is?	Put your finger on the page and tell where the **'glass'** is?
Put your finger on the page and tell where the **'gate'** is?	Put your finger on the page and tell where the **'green'** is?
Put your finger on the page and tell where the **'gorilla'** is?	

- Write the "Gg" on the whiteboard and say the letter name and voice.
- Repeat the letter "Gg" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Gg".
  - **For Example:** **/g/** goat **/g/** grapes, **/g/** glass, **/g/** gate **/g/** green, **/g/** gorilla
- Ask the children to open page no. 19 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Gg" sound in the class, such as goat, grapes, glass, gate, green and gorilla.
- Ask the students at a time to find an object or a picture which begin with the "Gg" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of goat, grapes, glass, gate, green and gorilla in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 18-19.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 19 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook pg. no. 19.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Gg"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Gg".
- recognise "Gg" sound and its vocabulary words listed in workbook.
- recognise capital "G" and small "g".
- draw curved lines using fine motor skills in preparation of writing letter "Gg".
- hold or grip a pencil in a correct way to form letter "Gg".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: garlic, goose, gift, Gul, Gilgit

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 15. ➢ Can you recognize the objects starting with the letter "Gg"? ➢ What Gohar is doing? ➢ How many letters are given in the glass? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Gg" • Explain that they are going to learn how to write the letter "Gg". • Point to "Gg" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /g/ … /g/ for gate! Yes, /g/ … /g/ for goat! Yes, /g/ … /g/ for grapes! Yes, /g/ … /g/ for glass! Yes, /g/ … /g/ for green! Yes, /g/ … /g/ for gorilla! • Show the students how to write the lower case 'g' on the board. Sound out /g/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'G' on the board. Sound out /g/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "G" and small "g" on the whiteboard or paste flashcards of capital and small "Gg" on whiteboard. • Repeat the sound of letter "Gg" and its vocabulary. • Encourage the students to recognize the sound of letter "Gg" and find more words having this sound. • Instruct the students how to write capital "G". Starting from the top, go round and round, make a half circle and stop. Starting from the middle, make a small sleeping line then, go down and make a small standing line and stop. While saying the instructions, drag your fingers on the alphabet "G". • Instruct the students how to write lower case "g" by using your finger and write with it on flashcard of letter "g". When writing, say the instructions like; starting from the middle, go round and round; make a half circle and stop. Starting from the middle, make a standing line then, make a curly tail and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "G". • Ask the students to complete the tracing activity on workbook page no. 20. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Gg' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 19-20 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Hh"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 5 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Hh".
- pronounce the words starting with the letter "Hh" correctly.
- identify the images which are starting with the letter "Hh".

Equipment & Material Required:

Audio Visual Aids (Letter "Hh" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: hammer, hat, hen, hippo, horse, honey.

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Hh" Story: (Hamid Nailing with Hammer) A horse, a hippo and a hen live in a farm happily. They all are looking at Hamid who is wearing a hat. He is nailing a barn with a hammer. There is a helicopter flying over the farm. Honey bees are busy making honey in their hive.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a hammer or hammer picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen a hammer? ➢ Do you know how to use a hammer?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Hh". • Show them the flash cards of the letter "h" and introduce its sound "aitch". • Explain them the initial sound in the name of 'hammer' is / h /. • Show them a 'hammer' flash card and instruct the children to say the name of the picture, i.e., 'hammer' and emphasize the first sound / h /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Hh' with proper impressions, showing the pictures given on pages 20, and 21 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /h/?	Who was wearing the hat?
What was Hamid using to nail a barn?	What was flying over the barn?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 20, 21" on the textbook,
- Show the children the name and sound of the letter 'Hh' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Hh' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Hh' on the textbook. Then turn your finger on 'Hh' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Hh /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Hh'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 20, 21.

- Identify the images given on pg. no. 21 of the textbook.

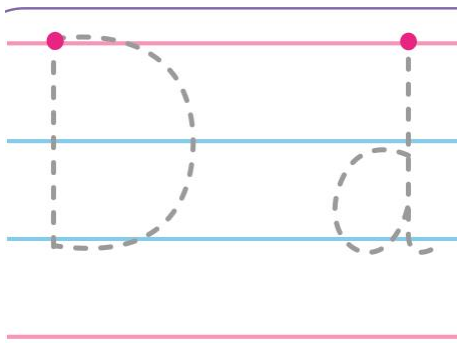
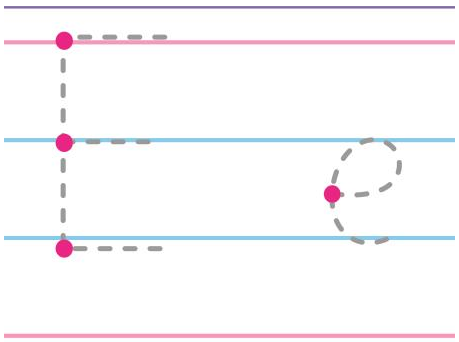
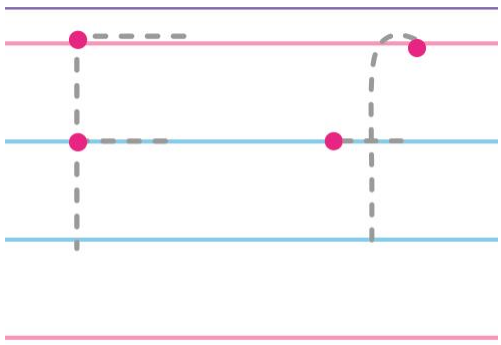
Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 1)

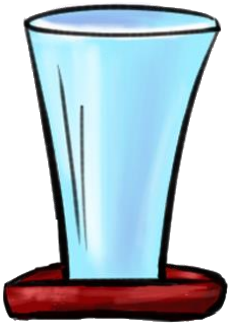
(Take a print and ask the students to trace the given letters.)

D d	
E e	
F f	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

G g	
	
	

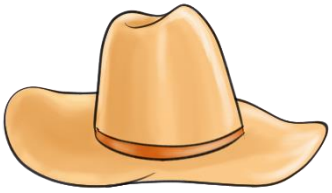
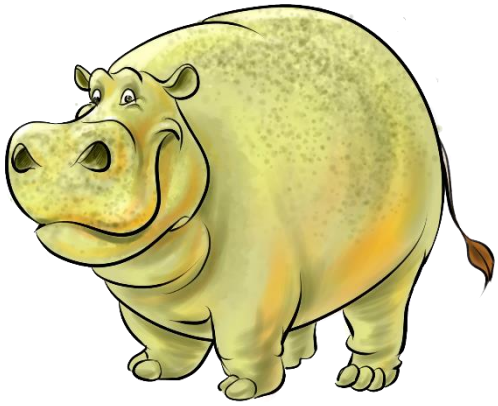
Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

H h	
	 
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

H h	hammer
hat	hen
hippo	horse
honey	

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Hh"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Hh" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: hair, house, hand, Hamid, Hyderabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Do you know where the hen lives? ➢ Who gives us eggs?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**h**/, /**h**/, horse - /**h**/, /**h**/, horse Horse, hen and hippo, Living in the farm,	30 Minutes

Class: Nursery **Subject:** English

Hamid is wearing a hat,
His hammer fits the barn!

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 21.
- Put your finger to the letter /h/ and then read.
- Help them remember the sound of the letter /h/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /h/ and say *h is for h-horse*.

Put your finger on the page and tell me where **'h'** is?	Put your finger on the page and tell where the **'horse'** is?
Put your finger on the page and tell where the **'hammer'** is?	Put your finger on the page and tell where the **'hat'** is?
Put your finger on the page and tell where the **'hen'** is?	Put your finger on the page and tell where the **'hippo'** is?
Put your finger on the page and tell where the **'honey** is?	

- Write the "Hh" on the whiteboard and say the letter name and voice.
- Repeat the letter "Hh" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Hh".
  - **For Example:** **/h/** hammer, **/h/** hat, **/h/** hen, **/h/** hippo **/h/** horse, **/h/** honey,
- Ask the children to open page no. 21 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Hh" sound in the class, such as bird, book and basket.
- Ask the students at a time to find an object or a picture which begin with the "Hh" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of ball, bus, baby, bird, bag and balloon in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 20-21.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 21 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook pg. no. 21.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Hh"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Hh".
- recognise "Hh" sound and its vocabulary words listed in workbook.
- recognise capital "H" and small "h".
- draw curved lines using fine motor skills in preparation of writing letter "Hh".
- hold or grip a pencil in a correct way to form letter "Hh".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: hair, house, hand, Hamid, Hyderabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 21. ➢ Can you recognize the objects starting with the letter "Hh"? ➢ What boys are doing? ➢ How many letters are given in the horse? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Hh" • Explain that they are going to learn how to write the letter "Hh". • Point to "Hh" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /h/ … /h/ for hammer! Yes, /h/ … /h/ for hat! Yes, /h/ … /h/ for hen! Yes, /h/ … /h/ for hippo! Yes, /h/ … /h/ for horse! Yes, /h/ … /h/ for honey! • Show the students how to write the lower case 'h' on the board. Sound out /h/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'H' on the board. Sound out /h/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "H" and small "h" on the whiteboard or paste flashcards of capital and small "Hh" on whiteboard. • Repeat the sound of letter "Hh" and its vocabulary. • Encourage the students to recognize the sound of letter "Hh" and find more words having this sound. • Instruct the students how to write capital "H". Starting from the top, make a standing line and stop. Starting from the top, make another standing line and stop. Starting from the middle, make a sleeping line between these two lines and stop. While saying the instructions, drag your fingers on the alphabet "H". • Instruct the students how to write lower case "h" by using your finger and write with it on flashcard of letter "h". When writing, say the instructions like; starting from the top, make a standing line and stop. Starting from the middle, move little outward then go down and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "H". • Ask the students to complete the tracing activity on workbook page no. 22. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Hh' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 21-22 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Reading, Blending Known Letter and Review-2
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 6 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- identify the sounds of different letters and blend them into words.
- identify blending letters and their sounds.
- make new words by using the consonant blends (letters).
- blend the sounds of different letters together to create basic words.
- identify the beginning sound in grade-level words using written supports.
- revise their listening, speaking and imagination skills.
- review the letters "Ee, Ff, Gg, Hh".
- revise "Ee, Ff, Gg, Hh" activities.

Equipment & Material Required:

Audio Visual Aids (Letter "Ee, Ff, Gg, Hh"), Textbook, Flash Pictures, Vocabulary cards, Whiteboard, Board Marker, Duster, Sticky Notes in Two Different Colours (to Denote Vowels and Consonants)

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Can you make new words with the given letters? ➢ Can you identify the names of the given pictures?	5 Minutes
Development **Practice Activities:** • **Sound blending** is the ability to build words from individual **sounds** by **blending** the **sounds** together in sequence. For example, the learner **blends** the **sounds** e, d, and d to form the word bed. • Introduce the lesson by posting three coloured sticky notes on the board (Red-White-Red) and saying, "Today we are going to practise sounding out words with three letters.	30 Minutes

• Remember that letters represent sounds and when we put those sounds together, we get a word. When we sound out today's words, we are going to listen for each letters "Ee, Ff, Gg, Hh" sound and then put all of the sounds together to read our word. • These sticky notes are going to represent our letters, consonant-vowel-consonant or CVC words. • Ask the students to open the books, page no. 22 of the textbook. • Put your finger on each dot and make the sound of the letter. Slowly move your finger across the arrow and blend them into a word. • Repeat this motion and sound a couple of times more quickly until you are saying the word "ed" at the normal speed. • Introduce new vocabulary words using the Visual Vocabulary Cards for reference. • Provide student-friendly definitions in both English and home language (L1) if possible. • Review which letters are vowels and which are consonants by going over all 26 letters of the alphabet with the class naming all of the consonants and then vowels. • Say the word, "fan" aloud and then point to the first sticky note and model saying the sound /fff/ (not the letter name) aloud, while clapping once for the letter F. Continue with the remaining two sticky notes, clapping once for /aaa/ and /nnn/. Model putting the sounds together, by sliding your hands together while saying the sounds as complete word. • Repeat this process with a new word, (e.g., egg) and have the students follow along (clapping and then sliding their hands together) to blend the new word. • Repeat the letters "Ee, Ff, Gg, Hh" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Ee, Ff, Gg, Hh". • Ask the students to open the page no. 23 of the textbook and see the **Review-2, Activity 1**. • Solve it by the helping of the students. • Ask the student to see the **Review-2, Activity 2** page no. 23 of the textbook. • Solve it with the help of the students. • Appreciate their participation.	
Assessment: • Place some objects or pictures of the objects which begin with "Ee, Ff, Gg, Hh" sounds in the class. • Ask the students at a time to find an object or a picture which begins with "Ee, Ff, Gg, Hh" sounds. • Show the pictures of "Ee, Ff, Gg, Hh" in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening sound.	5 Minutes
Homework: Ask the students to look carefully at the activities given on the workbook, pg. no. 23. • Solve the **Review-2. (i)** Write the capital / small alphabet in the given box.	

Class: Nursery **Subject:** English

(ii) Circle the beginning letter of the picture. **(iii)** Write the missing letter. • Practise the letters "Ee, Ff, Gg, Hh" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ii"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ii".
- pronounce the words starting with the letter "Ii" correctly.
- identify the images which are starting with the letter "Ii".

Equipment & Material Required:

Audio Visual Aids (Letter "Ii" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: igloo, ink, inkpot, inches, insect, inside

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ii" Story: (Iram and Insects) Iram was wearing an indigo shirt. She was measuring a coat with an inches. All of a sudden some insects came around the jar, she screamed "insects" with fear. During this, her head cloth dropped the ink. It all happened in no time.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an inkpot or inkpot picture in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we use ink for? ➢ Do you know how many colours of ink there are?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Ii". • Show them the flash cards of the letter "i" and introduce its sound "eye". • Explain them the initial sound in the name of 'ink' is / i /. • Show them a 'ink' flash card and instruct the children to say the name of the picture, i.e. 'ink' and emphasize the first sound / i /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Ii' with proper impressions, showing the pictures given on pages 24, and 25 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /i/?	Who wearing an indigo shirt?
What was Iram measuring?	What was dropped by the head cloth?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 24, 25" on the textbook,
- Show the children the name and sound of the letter 'Ii' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Ii' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Ii' on the textbook. Then turn your finger on 'Ii' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ii /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Ii'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 24, 25.

- Identify the images given on pg. no. 25 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ii"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 6 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Ii" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: indigo, image, Inam, Islamabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is an igloo made of? ➢ Do you read the numbers shown on the inches?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**i**/, /**i**/, insects - /**i**/, /**i**/, insects Itsy bitsy insects, Crawling very near.	30 Minutes

Iram ran from there,
Ink ahas fallen everywhere.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 25.
- Put your finger to the letter /i/ and then read.
- Help them remember the sound of the letter /i/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /i/ and say *i is for i-igloo*.

Put your finger on the page and tell me where **'i'** is?	Put your finger on the page and tell where the **'ink'** is?
Put your finger on the page and tell where the **'inkpot'** is?	Put your finger on the page and tell where the **'inches'** is?
Put your finger on the page and tell where the **'insect'** is?	Put your finger on the page and tell where the **'inside'** is?

- Write the "Ii" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ii" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ii".
  - **For Example:** **/i/** igloo, **/i/** ink, **/i/** inkpot, **/i/** inches **/i/** insect, **/i/** inside
- Ask the children to open page no. 24 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ii" sound in the class, such as igloo, ink, inkpot, inches, insect and inside.
- Ask the students at a time to find an object or a picture which begin with the "Ii" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of igloo, ink, inkpot, inches, insect and inside in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 24-25.

- Identify the images given on pg. no. 25 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 24.

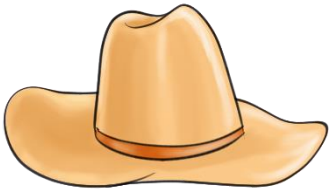
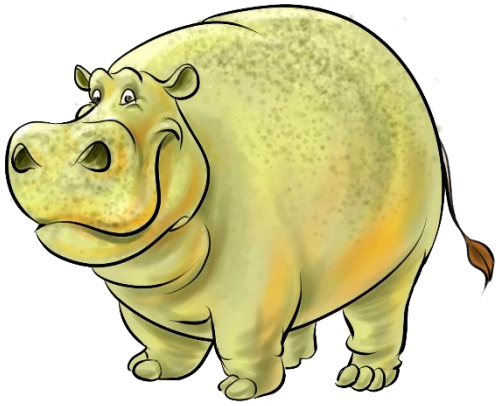
Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

(Take a print and cut it out and paste it on the chart)

H h	
	 
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

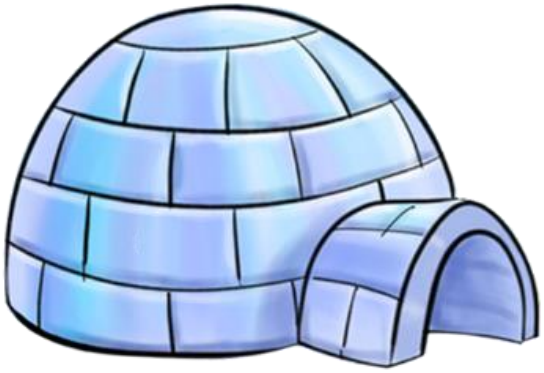
(Take a print and cut it out and paste it on the chart)

H h	hammer
hat	hen
hippo	horse
honey	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

I i	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
I i	ink
igloo	inside
inches	inkpot
insect	

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ii"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Ii".
- recognise "Ii" sound and its vocabulary words listed in workbook.
- recognise capital "I" and small "i".
- draw curved lines using fine motor skills in preparation of writing letter "Ii".
- hold or grip a pencil in a correct way to form letter "Ii".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: indigo, image, Inam, Islamabad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 15. ➢ Can you recognize the objects starting with the letter "Ii"? ➢ What igloo colour is? ➢ How many letters are given in ink? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ii" • Explain that they are going to learn how to write the letter "Ii". • Point to "Ii" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /i/ … /i/ for ink! Yes, /i/ … /i/ for igloo! Yes, /i/ … /i/ for inkpot! Yes, /i/ … /i/ for inches! Yes, /i/ … /i/ for insect! Yes, /i/ … /i/ for inside! • Show the students how to write the lower case 'i' on the board. Sound out /i/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'I' on the board. Sound out /i/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "I" and small "i" on the whiteboard or paste flashcards of capital and small "Ii" on whiteboard. • Repeat the sound of letter "Ii" and its vocabulary. • Encourage the students to recognize the sound of letter "Ii" and find more words having this sound. • Instruct the students how to write capital "I". Starting from the top, go down and make a standing line and stop. While saying the instructions, drag your fingers on the alphabet "I". • Instruct the students how to write lower case "i" by using your finger and write with it on flashcard of letter "i". When writing, say the instructions like; starting from the top, make a standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "I". • Ask the students to complete the tracing activity on workbook page no. 25. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ii' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 24-25 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Gg, Hh, Ii"**

Period (s) / Time: 1 / 40 min **Term:** 1st

Week: 7 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Gg, Hh, Ii".
- revise "Gg, Hh, Ii" sound and their vocabulary words listed in workbook.

Equipment & Material Required:

Audio Visual Aids (Letter "G, H, I"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: goat, grapes, glass, gate, green, gorilla, hammer, hat, hen, hippo, horse, honey, igloo, ink, inkpot, inches, insect, inside

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever eaten a grapes? ➢ Do you know how to use a hammer? ➢ What do we use ink for?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem?	30 Minutes

Class: Nursery **Subject:** English

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 18 to 25 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /g/ and say *g is for g-g-oat*.

Put your finger on the page and tell me where **'g, h, i'** is?	Put your finger on the page and tell where the **'grapes'** is?
Put your finger on the page and tell where the **'hammer'** is?	Put your finger on the page and tell where the **'hat'** is?
Put your finger on the page and tell where the **'igloo'** is?	Put your finger on the page and tell where the **'ink'** is?

- Repeat the letters "Gg, Hh, Ii" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Gg, Hh, Ii".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'G, H, I' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Gg, Hh, Ii" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Gg, Hh, Ii" sounds.
- Show the pictures of glass, gate, green, gorilla, hen, hippo, horse, honey, inkpot, inches, insect, inside in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 18-25.

- Identify the images given on pg. no. 18-25 of the textbook.
- Practise the letters "Gg, Hh, Ii" as written activity.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1) (Take a print and cut it out and paste it on the chart)	
I i	ink
igloo	inside
inches	inkpot
insect	

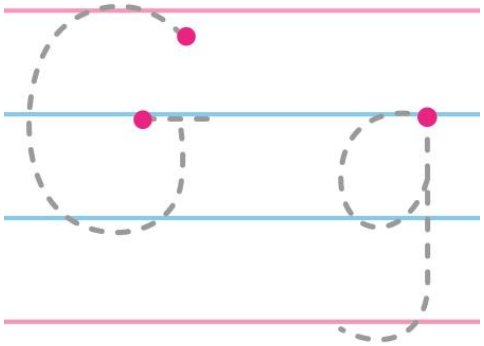
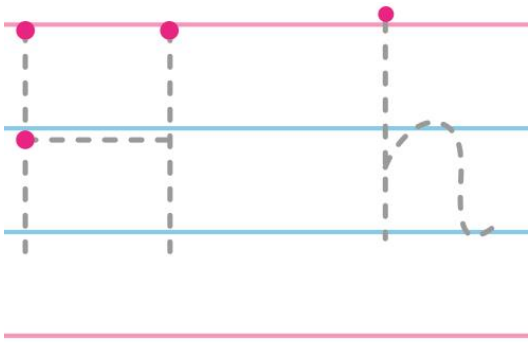
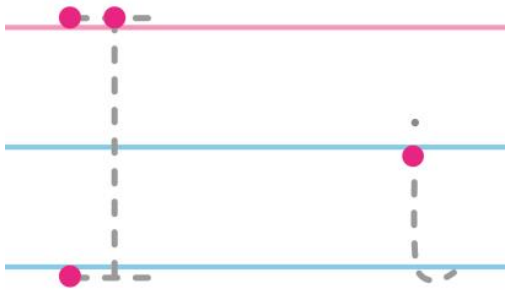
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Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 2)

(Take a print and ask the students to trace the given letters.)

G g	
H h	
I i	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Jj"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 8 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Jj".
- pronounce the words starting with the letter "Jj" correctly.
- identify the images which are starting with the letter "Jj".

Equipment & Material Required:

Audio Visual Aids (Letter "Jj" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jam, jeep, jelly, jug, joker, juice

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Jj" Story: (Javaid and Javeria's Jeep) Javaid and Javeria having breakfast in their courtyard. They love jam, jelly and juice. They are enjoying their meal. They have a beautiful jeep. They love to go for a ride in their jeep. A joker is also passing by their house on a wheel. He is showing some juggling moves.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a jelly or jelly picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten a jam? ➢ Which juice do you like?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Jj". • Show them the flash cards of the letter "j" and introduce its sound "jay". • Explain them the initial sound in the name of 'jelly' is / j /. • Show them a 'jelly' flash card and instruct the children to say the name of the picture, i.e. 'jelly' and emphasize the first sound / j /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Jj' with proper impressions, showing the pictures given on pages 26, and 27 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /j/?	Who were having breakfast?
What Javaid loves in breakfast?	Who was passing on a wheel?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 26, 27" on the textbook,
- Show the children the name and sound of the letter 'Jj' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Jj' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Jj' on the textbook. Then turn your finger on 'Jj' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Jj /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Jj'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 26, 27.

- Identify the images given on pg. no. 27 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Jj"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 8 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Jj" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jar, jeans, jacket, Javaid, Jacobadad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How is the taste of jam? ➢ Have you ever seen the Joker?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**j**/, /**j**/, jam - /**j**/, /**j**/, jam Juice, jelly and jam, A boy is having a meal.	30 Minutes

A joker passes by,
On a single wheel.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 27.
- Put your finger to the letter /j/ and then read.
- Help them remember the sound of the letter /j/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /j/ and say *j is for j-jam.*

Put your finger on the page and tell me where **'j'** is?	Put your finger on the page and tell where the **'jam'** is?
Put your finger on the page and tell where the **'jeep'** is?	Put your finger on the page and tell where the **'jelly'** is?
Put your finger on the page and tell where the **'jug'** is?	Put your finger on the page and tell where the **'joker'** is?
Put your finger on the page and tell where the **'juice'** is?	

- Write the "Jj" on the whiteboard and say the letter name and voice.
- Repeat the letter "Jj" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Jj".
  - **For Example:** **/j/** jam, **/j/** jeep, **/j/** juice, **/j/** joker **/j/** jug, **/j/** jelly
- Ask the children to open page no. 26 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Jj" sound in the class, such as jam, jeep, jelly, jug, joker, juice.
- Ask the students at a time to find an object or a picture which begin with the "Jj" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of jam, jeep, jelly, jug, joker, juice in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 26-27.

- Identify the images given on pg. no. 27 of the textbook.

Class: Nursery **Subject:** English

• Ask the students to solve the find and circle activity 2 of the workbook page no. 26.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Jj"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 8 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Jj".
- recognise "Jj" sound and its vocabulary words listed in workbook.
- recognise capital "J" and small "j".
- draw curved lines using fine motor skills in preparation of writing letter "Jj".
- hold or grip a pencil in a correct way to form letter "Jj".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jar, jeans, jacket, Javaid, Jacobadad

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 26. ➢ Can you recognize the objects starting with the letter "Jj"? ➢ What girls are doing? ➢ How many 'J' letters are given in activity 2? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Jj" • Explain that they are going to learn how to write the letter "Jj". • Point to "Jj" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /j/ … /j/ for jam! Yes, /j/ … /j/ for jeep! Yes, /j/ … /j/ for jelly! Yes, /j/ … /j/ for jug! Yes, /j/ … /j/ for joker! Yes, /j/ … /j/ for juice! • Show the students how to write the lower case 'j' on the board. Sound out /j/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'J' on the board. Sound out /j/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "J" and small "j" on the whiteboard or paste flashcards of capital and small "Jj" on whiteboard. • Repeat the sound of letter "Jj" and its vocabulary. • Encourage the students to recognize the sound of letter "Jj" and find more words having this sound. • Instruct the students how to write capital "J". Starting from the top, make a standing line, then make a little curve to the left and stop. Starting from the top, make a sleeping line over it and stop. While saying the instructions, drag your fingers on the alphabet "J". • Instruct the students how to write lower case "j" by using your finger and write with it on flashcard of letter "j". When writing, say the instructions like; starting from the top, go down make a standing line and make a little curl to the left. Mark a dot on top of this shape. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "J". • Ask the students to complete the tracing activity on workbook page no. 27. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Jj' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 26-27 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Kk"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 8 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Kk".
- pronounce the words starting with the letter "Kk" correctly.
- identify the images which are starting with the letter "Kk".

Equipment & Material Required:

Audio Visual Aids (Letter "Kk" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: kangaroo, kettle, key, kite, kitten, king

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Kk" Story: (King Lost his Keys) The king lost his keys. Suddenly, a kangaroo came with a big key that is the king's. The king is very happy. The prince is flying a kite. While the kitten was sitting near the kettle.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a key or key picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Where do we use the key? ➢ Do you have the key?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Kk". • Show them the flash cards of the letter "k" and introduce its sound "kay". • Explain them the initial sound in the name of 'key' is / k /. • Show them a 'key' flash card and instruct the children to say the name of the picture, i.e. 'key' and emphasize the first sound / k /. • Tell the story of 'Kk' with proper impressions, showing the pictures given on pages 28,	30 Minutes

Class: Nursery **Subject:** English

and 29 of the textbook.

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /k/?	Who lost the keys?
Who came to the king?	What was kangaroo carrying?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 28, 29" on the textbook,
- Show the children the name and sound of the letter 'Kk' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Kk' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Kk' on the textbook. Then turn your finger on 'Kk' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Kk /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Kk'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 28, 29.

- Identify the images given on pg. no. 29 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Kk"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 8 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Kk" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: kid, ketchup, kidney, Karim, Karachi

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever seen a kite? ➢ What is the shape of a kite? ➢ Where does a kangaroo keep her baby?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** **/k/** , **/k/** , key - **/k/** , **/k/** , key The kangroo is very funny,	30 Minutes

Class: Nursery **Subject:** English

She hops like a bunny.
Kangaroo brings a key,
Kind is happy to see.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 29.
- Put your finger to the letter **/k/** and then read.
- Help them remember the sound of the letter **/k/** by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter **/k/** and say *k is for k-key*.

Put your finger on the page and tell me where **'k'** is?	Put your finger on the page and tell where the **'kangaroo'** is?
Put your finger on the page and tell where the **'kettle'** is?	Put your finger on the page and tell where the **'kite'** is?
Put your finger on the page and tell where the **'key'** is?	Put your finger on the page and tell where the **'kitten** is?
Put your finger on the page and tell where the **'king'** is?	

- Write the "Kk" on the whiteboard and say the letter name and voice.
- Repeat the letter "Kk" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Kk".
  - **For Example:** **/k/** king, **/k/** key, **/k/** kettle, **/k/** kite **/k/** kitten, **/k/** kangaroo
- Ask the children to open page no. 28 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Kk" sound in the class, such as kangaroo, kettle, key, kite, kitten, king.
- Ask the students at a time to find an object or a picture which begin with the "Kk" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of kangaroo, kettle, key, kite, kitten, king in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

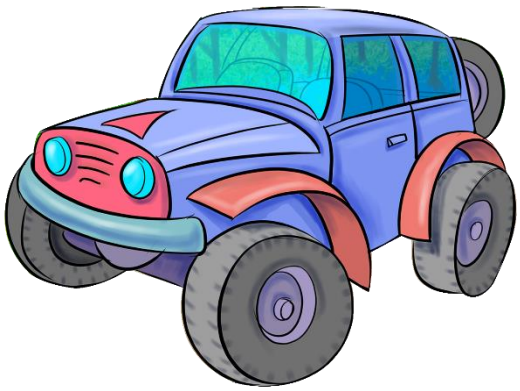
Class: Nursery **Subject:** English

Ask the students to look carefully at the letter and objects on the textbook pg. no 28-29. • Identify the images given on pg. no. 29 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 28.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

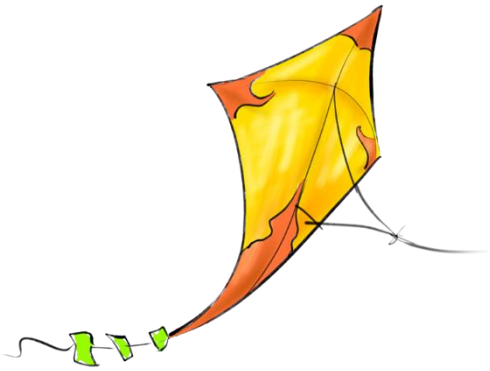
J j	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
J j	jam
jeep	jelly
jug	joker
juice	

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

K k	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
K k	key
kangaroo	kite
kitten	kettle
king	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Kk"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 9 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Kk".
- recognise "Kk" sound and its vocabulary words listed in workbook.
- recognise capital "K" and small "k".
- draw curved lines using fine motor skills in preparation of writing letter "Kk".
- hold or grip a pencil in a correct way to form letter "Kk".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: kid, ketchup, kidney, Karim, Karachi

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 28. ➢ Can you recognize the objects starting with the letter "Kk"? ➢ How many 'J' letters are given in activity 2? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Kk" • Explain that they are going to learn how to write the letter "Kk". • Point to "Kk" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/k/** … **/k/** for key! Yes, **/k/** … **/k/** for kangaroo! Yes, **/k/** … **/k/** for kite! Yes, **/k/** … **/k/** for king! Yes, **/k/** … **/k/** for kettle! Yes, **/k/** … **/k/** for kitten! • Show the students how to write the lower case 'k' on the board. Sound out **/k/** as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'K' on the board. Sound out **/k/** as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "K" and small "k" on the whiteboard or paste flashcards of capital and small "Kk" on whiteboard. • Repeat the sound of letter "Kk" and its vocabulary. • Encourage the students to recognize the sound of letter "Kk" and find more words having this sound. • Instruct the students how to write capital "K". Starting from the top, go down and make a standing line and stop. Starting from the top, make a slanting line and drag it to the middle of standing line and stop. Starting from middle of standing line, drag it and make another small slanting line and stop. While saying the instructions, drag your fingers on the alphabet "K". • Instruct the students how to write lower case "k" by using your finger and write with it on flashcard of letter "k". When writing, say the instructions like; starting from the top, make a standing line and stop. Starting from the top, make a slanting line and stop. Starting from the middle, make another slanting line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "K". • Ask the students to complete the tracing activity on workbook page no. 29. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Kk' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 28-29 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ll"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 9 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ll".
- pronounce the words starting with the letter "Ll" correctly.
- identify the images which are starting with the letter "Ll".

Equipment & Material Required:

Audio Visual Aids (Letter "Ll" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ladder, lamb, leaf, lemon, lion, log.

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ll" Story: (La'al's Lamb) Once a lamb climbed a ladder. She looks one leaf to eat. La'al, the farmer, saw the lamb and shouted at her to step down. The lion was enjoying all the scene and laughing.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a leaf or leaf picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Where do we see the leaves? ➢ What is the colour of leaf?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Ll". • Show them the flash cards of the letter "l" and introduce its sound "ell". • Explain them the initial sound in the name of 'lemon' is / l /. • Show them a 'lemon' flash card and instruct the children to say the name of the picture, i.e., 'lemon' and emphasize the first sound / l /. • Tell the story of 'Ll' with proper impressions, showing the pictures given on pages 30,	30 Minutes

and 31 of the textbook.

- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /l/?	Who climbed the ladder?
What was in the lamb's mouth?	Who was enjoying the situation?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 30, 31" on the textbook,
- Show the children the name and sound of the letter 'Ll' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Ll' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Ll' on the textbook. Then turn your finger on 'Ll' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ll /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Ll'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 30, 31.

- Identify the images given on pg. no. 31 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ll"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 9 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Ll" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: lollipop, lamp, Laila, Lahore

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How is the taste of a lemon? ➢ What do we use to reach at the roof?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /l/, /l/, lion - /l/, /l/, lion Lion is enjoying weather, Lamb is on the ladder.	30 Minutes

Lion is very lazy,
Lamb is very crazy.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 31.
- Put your finger to the letter /l/ and then read.
- Help them remember the sound of the letter /l/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /l/ and say *l is for l-lamb*.

Put your finger on the page and tell me where **'l'** is?	Put your finger on the page and tell where the **'ladder'** is?
Put your finger on the page and tell where the **'lamb'** is?	Put your finger on the page and tell where the **'leaf'** is?
Put your finger on the page and tell where the **'lemon'** is?	Put your finger on the page and tell where the **'lion'** is?
Put your finger on the page and tell where the **'log'** is?	

- Write the "Ll" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ll" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ll".
  - **For Example:** **/l/** ladder, **/l/** lamb, **/l/** leaf, **/l/** lemon **/l/** lion, **/l/** log
- Ask the children to open page no. 30 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ll" sound in the class, such as lemon, leaf, log, ladder, lamb and lion.
- Ask the students at a time to find an object or a picture which begin with the "Ll" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of lemon, leaf, log, ladder, lamb and lion in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 30-31.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 31 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 30.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ll"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 9 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Ll".
- recognise "Ll" sound and its vocabulary words listed in workbook.
- recognise capital "L" and small "l".
- draw curved lines using fine motor skills in preparation of writing letter "Ll".
- hold or grip a pencil in a correct way to form letter "Ll".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: lollipop, lamp, Laila, Lahore

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 30. ➢ Can you recognize the objects starting with the letter "Ll"? ➢ What is the colour of lemon? ➢ How many letters are given in lemon? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ll" • Explain that they are going to learn how to write the letter "Ll". • Point to "Ll" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /l/ … /l/ for ladder! Yes, /l/ … /l/ for lamb! Yes, /l/ … /l/ for leaf! Yes, /l/ … /l/ for lemon! Yes, /l/ … /l/ for lion! Yes, /l/ … /l/ for log! • Show the students how to write the lower case 'l' on the board. Sound out /l/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'L' on the board. Sound out /l/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "L" and small "l" on the whiteboard or paste flashcards of capital and small "Ll" on whiteboard. • Repeat the sound of letter "Ll" and its vocabulary. • Encourage the students to recognize the sound of letter "Ll" and find more words having this sound. • Instruct the students how to write capital "L". Starting from the top, go down and make a standing line and stop. Starting from the bottom, make a sleeping line and stop. While saying the instructions, drag your fingers on the alphabet "L". • Instruct the students how to write lower case "l" by using your finger and write with it on flashcard of letter "l". When writing, say the instructions like; starting from the top, go down make a standing line and make a little curl to the right. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "L". • Ask the students to complete the tracing activity on workbook page no. 31. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ll' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 30-31 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Jj, Kk, Ll"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 9 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Jj, Kk, Ll".
- revise "Jj, Kk, Ll" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "J, K, L"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jam, jeep, jelly, jug, joker, juice, kangaroo, kettle, key, kite, kitten, king, ladder, lamb, leaf, lemon, lion, log

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Which juice do you like? ➢ Where do we use the key? ➢ Where do we see the leaves?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem?	30 Minutes

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 26 to 31 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /j/ and say *j is for j-j-am*.

Put your finger on the page and tell me where **'j, k, l'** is?	Put your finger on the page and tell where the **'jeep'** is?
Put your finger on the page and tell where the **'kangaroo'** is?	Put your finger on the page and tell where the **'kettle'** is?
Put your finger on the page and tell where the **'ledder'** is?	Put your finger on the page and tell where the **'lemon'** is?

- Repeat the letters "Jj, Kk, Ll" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Jj, Kk, Ll".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'J, K, L' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Jj, Kk, Ll" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Jj, Kk, Ll" sounds.
- Show the pictures of jelly, jug, joker, juice, key, kite, kitten, king, lamb, leaf, lion, log in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 26 to 31.

- Identify the images given on pg. no. 26 to 31 of the textbook.
- Practise the letters "Jj, Kk, Ll" as written activity.

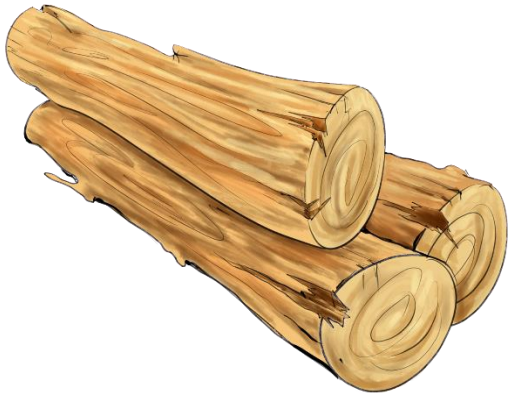
Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

L l	
	
	

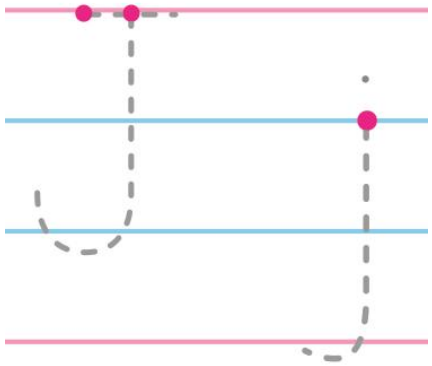
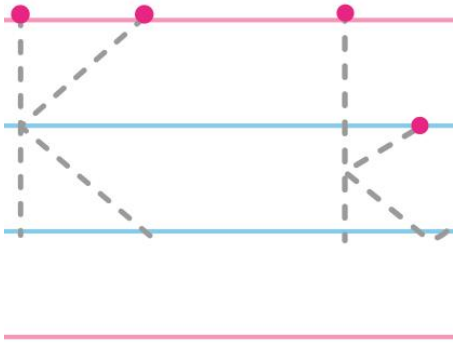
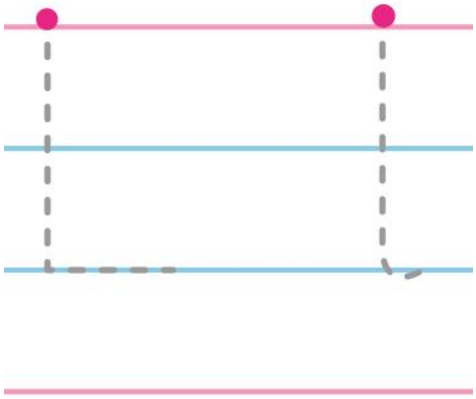
Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
L l	lemon
ladder	leaf
lion	log

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 2)

(Take a print and ask the students to trace the given letters.)

J j	
K k	
L l	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Reading, Blending Known Letter and Review-3
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 10 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- identify the sounds of different letters and blend them into words.
- identify blending letters and their sounds.
- make new words by using the consonant blends (letters).
- blend the sounds of different letters together to create basic words.
- identify the beginning sound in grade-level words using written supports.
- revise their listening, speaking and imagination skills.
- review the letters "Ii, Jj, Kk, Ll".
- revise "Ii, Jj, Kk, Ll" activities.

Equipment & Material Required:

Audio Visual Aids (Letter "Ii, Jj, Kk, Ll"), Textbook, Flash Pictures, Vocabulary cards, Whiteboard, Board Marker, Duster, Sticky Notes in Two Different Colours (to Denote Vowels and Consonants)

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Can you make new words with the given letters? ➢ Can you identify the names of the given pictures?	5 Minutes
Development **Practice Activities:** • **Sound blending** is the ability to build words from individual **sounds** by **blending** the **sounds** together in sequence. For example, the learner **blends** the **sounds** i, d, and d to form the word kid.	30 Minutes

Class: Nursery **Subject:** English

• Introduce the lesson by posting three coloured sticky notes on the board (Red-White-Red) and saying, "Today we are going to practise sounding out words with three letters. • Remember that letters represent sounds and when we put those sounds together, we get a word. When we sound out today's words, we are going to listen for each letters "Ii, Jj, Kk, Ll" sound and then put all of the sounds together to read our word. • These sticky notes are going to represent our letters, consonant-vowel-consonant or CVC words. • Ask the students to open the books, page no. 32 of the textbook. • Put your finger on each dot and make the sound of the letter. Slowly move your finger across the arrow and blend them into a word. • Repeat this motion and sound a couple of times more quickly until you are saying the word "id" at the normal speed. • Introduce new vocabulary words using the Visual Vocabulary Cards for reference. • Provide student-friendly definitions in both English and home language (L1) if possible. • Review which letters are vowels and which are consonants by going over all 26 letters of the alphabet with the class naming all of the consonants and then vowels. • Say the word, "ink" aloud and then point to the first sticky note and model saying the sound /iii/ (not the letter name) aloud, while clapping once for the letter I. Continue with the remaining two sticky notes, clapping once for /nnn/ and /kkk/. Model putting the sounds together, by sliding your hands together while saying the sounds as complete word. • Repeat this process with a new word, (e.g., log) and have the students follow along (clapping and then sliding their hands together) to blend the new word. • Repeat the letters "Ii, Jj, Kk, Ll" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Ii, Jj, Kk, Ll". • Ask the students to open the page no. 33 of the textbook and see the **Review-3, Activity 1**. • Solve it by the helping of the students. • Ask the student to see the **Review-3, Activity 2** page no. 33 of the textbook. • Solve it with the help of the students. • Appreciate their participation.	
Assessment: • Place some objects or pictures of the objects which begin with "Ii, Jj, Kk, Ll" sounds in the class. • Ask the students at a time to find an object or a picture which begins with "Ii, Jj, Kk, Ll" sounds. • Show the pictures of "Ii, Jj, Kk, Ll" in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening sound.	5 Minutes
Homework:	

Class: Nursery **Subject:** English

Ask the students to look carefully at the activities given on the workbook, pg. no. 32. • Solve the **Review-3. (i)** Write the capital / small alphabet in the given box. **(ii)** Circle the beginning letter of the picture. **(iii)** Write the missing letter. • Practise the letters "Ii, Jj, Kk, Ll" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Publishers, Printers & Booksellers

Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Mm"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 10 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Mm".
- pronounce the words starting with the letter "Mm" correctly.
- identify the images which are starting with the letter "Mm".

Equipment & Material Required:

Audio Visual Aids (Letter "Mm" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mug, mango, milk, moon, monkey, mouse

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Mm" Story: (Moon and the Man) A man went to the jungle. The moon was shining in the sky. He sat on a mat and lit the fire with a match box. Then he poured some milk in the mug. A monkey gave him some mangoes from the tree. A mouse was also happy seeing s muffin.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a mango or mango picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten a mango? ➢ Have you drunk mango juice?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the letter "Mm". • Show them the flash cards of the letter "m" and introduce its sound "emm". • Explain them the initial sound in the name of 'milk' is / m /. • Show them a 'milk' flash card and instruct the children to say the name of the picture, i.e. 'milk' and emphasize the first sound / m /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Mm' with proper impressions, showing the pictures given on pages 34, and 35 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /m/?	Who went to the jungle?
Where was man sitting?	What was shining in the sky?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 34, 35" on the textbook,
- Show the children the name and sound of the letter 'Mm' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Mm' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Mm' on the textbook. Then turn your finger on 'Mm' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Mm /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Mm'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 34, 35.

- Identify the images given on pg. no. 35 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

Aquiline

Publishers, Printers & Booksellers

Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Mm"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 10 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Mm" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mat, match, man, mushroom, Muaz, Multan

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever seen a monkey? ➢ What do monkeys like to eat?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**m**/, /**m**/, moon - /**m**/, /**m**/, moon Moon is shining in the sky, Man is sitting on the mat.	30 Minutes

Class: Nursery **Subject:** English

Monkey brings Mangoes,
Milk and muffin for the rat.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 35.
- Put your finger to the letter /m/ and then read.
- Help them remember the sound of the letter /m/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /m/ and say *m is for m-mug*.

Put your finger on the page and tell me where **'m'** is?	Put your finger on the page and tell where the **'mug'** is?
Put your finger on the page and tell where the **'mango'** is?	Put your finger on the page and tell where the **'milk'** is?
Put your finger on the page and tell where the **'moon'** is?	Put your finger on the page and tell where the **'monkey'** is?
Put your finger on the page and tell where the **'mouse'** is?	

- Write the "Mm" on the whiteboard and say the letter name and voice.
- Repeat the letter "Mm" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Mm".
  - **For Example:** **/m/** mug, **/m/** mango, **/m/** milk, **/m/** moon, **/m/** monkey, **/m/** mouse
- Ask the children to open page no. 33 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Mm" sound in the class, such as mug, mongo, milk, moon, monkey and mouse.
- Ask the students at a time to find an object or a picture which begin with the "Mm" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of mug, mongo, milk, moon, monkey and mouse in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 34-35.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 31 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 33.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Mm"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 10 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Mm".
- recognise "Mm" sound and its vocabulary words listed in workbook.
- recognise capital "M" and small "m".
- draw curved lines using fine motor skills in preparation of writing letter "Mm".
- hold or grip a pencil in a correct way to form letter "Mm".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mat, match, man, mushroom, Muaz, Multan

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 33. ➢ Can you recognize the objects starting with the letter "Mm"? ➢ What is the colour of mango? ➢ How many letters are given in milk? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Mm" • Explain that they are going to learn how to write the letter "Mm". • Point to "Mm" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /m/ … /m/ for mug! Yes, /m/ … /m/ for moon! Yes, /m/ … /m/ for mouse! Yes, /m/ … /m/ for milk! Yes, /m/ … /m/ for mango! Yes, /m/ … /m/ for monkey! • Show the students how to write the lower case 'm' on the board. Sound out /m/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'M' on the board. Sound out /m/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "M" and small "m" on the whiteboard or paste flashcards of capital and small "Mm" on whiteboard. • Repeat the sound of letter "Mm" and its vocabulary. • Encourage the students to recognize the sound of letter "Mm" and find more words having this sound. • Instruct the students how to write capital "M". Starting from the top, go down and make a standing line and stop. Starting from the top, make slanting line and stop. Starting from down make another slanting line, go up and stop. Starting from the top, make another standing line, go down and stop. While saying the instructions, drag your fingers on the alphabet "M". • Instruct the students how to write lower case "m" by using your finger and write with it on flashcard of letter "m". When writing, say the instructions like; starting from the top, make a standing line and stop. Starting from the top, make a little arch and go down and stop. Starting from the top, make another arch and go down and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "M". • Ask the students to complete the tracing activity on workbook page no. 34. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Mn' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 33-34 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Nn"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 10 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Nn".
- pronounce the words starting with the letter "Nn" correctly.
- identify the images which are starting with the letter "Nn".

Equipment & Material Required:

Audio Visual Aids (Letter "Nn" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: nose, nest, net, newspaper, necklace, nuts

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Nn" Story: (Nasir Catching Grandma's Necklace)

Nasir has a naughty pet bird. One day it took away the necklace of his grandma. Nani and Nasir knew he is playing with them. Now Nasir was trying to catch him using the net. Nani was reading a newspaper. She is telling happily that a thief was caught with a necklace in the city. Everybody laughed out loudly.

Time

Pre-Reading Activities: 5 Minutes

After warm greetings:

- To brainstorm the students, take a newspaper or newspaper picture in the classroom. Ask some questions about it.
  - What is it?
  - Have you ever seen a newspaper?
  - What do we read in the newspaper?

Development 30 Minutes

Model Reading & Methodology:

- Tell the students that we are going to start learning English alphabet.
- Explain them that we are going to read the letter "Nn".
- Show them the flash cards of the letter "n" and introduce its sound "enn".
- Explain them the initial sound in the name of 'newspaper' is / n /.

- Show them a 'newspaper' flash card and instruct the children to say the name of the picture, i.e. 'newspaper' and emphasize the first sound / n /.
- Tell the story of 'Nn' with proper impressions, showing the pictures given on pages 36, and 37 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /n/?	Who had a naughty bird?
What did the bird took away?	What was Nani reading?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 36, 37" on the textbook,
- Show the children the name and sound of the letter 'Nn' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Nn' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Nn' on the textbook. Then turn your finger on 'Nn' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Nn /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Nn'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 36, 37.

- Identify the images given on pg. no. 37 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

M m	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
M m	milk
Mug	mango
moon	monkey
mouse	

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

N n	
	
	

Class: Nursery

Subject: English

Flash Pictures (For Day 5) (Take a print and cut it out and paste it on the chart)	
N n	newspaper
nest	nose
necklace	nuts
net	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Nn"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Nn" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: neck, napkin, needle, nail, Nawabshah

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is the use of our nose? ➢ Have you ever eaten nuts?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**n**/, /**n**/, necklace - /**n**/, /**n**/, necklace A naughty bird flies high, Taking necklace is the sky.	30 Minutes

A boy with a net,
Will catch the bird, I bet.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 37.
- Put your finger to the letter /n/ and then read.
- Help them remember the sound of the letter /n/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /n/ and say *n is for n-nose*.

Put your finger on the page and tell me where **'n'** is?	Put your finger on the page and tell where the **'nose'** is?
Put your finger on the page and tell where the **'nest'** is?	Put your finger on the page and tell where the **'newspaper'** is?
Put your finger on the page and tell where the **'necklace'** is?	Put your finger on the page and tell where the **'nuts'** is?
Put your finger on the page and tell where the **'net'** is?	

- Write the "Nn" on the whiteboard and say the letter name and voice.
- Repeat the letter "Nn" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Nn".
  - **For Example:** **/n/** nose, **/n/** net, **/n/** newspaper, **/n/** nuts, **/n/** nest, **/n/** necklace
- Ask the children to open page no. 35 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Nn" sound in the class, such as nose, nest, net, newspaper, necklace and nuts.
- Ask the students at a time to find an object or a picture which begin with the "Nn" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of nose, nest, net, newspaper, necklace and nuts in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 36-37.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 37 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 35.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Nn"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Nn".
- recognise "Nn" sound and its vocabulary words listed in workbook.
- recognise capital "N" and small "n".
- draw curved lines using fine motor skills in preparation of writing letter "Nn".
- hold or grip a pencil in a correct way to form letter "Nn".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: neck, napkin, needle, nail, Nawabshah

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 35. ➢ Can you recognize the objects starting with the letter "Nn"? ➢ What boys are doing? ➢ How many letters are given in nest? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Nn" • Explain that they are going to learn how to write the letter "Nn". • Point to "Nn" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /n/ … /n/ for nose! Yes, /n/ … /n/ for nest! Yes, /n/ … /n/ for net! Yes, /n/ … /n/ for newspaper! Yes, /n/ … /n/ for necklace! Yes, /n/ … /n/ for nuts! • Show the students how to write the lower case 'n' on the board. Sound out /n/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'N' on the board. Sound out /n/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "N" and small "n" on the whiteboard or paste flashcards of capital and small "Nn" on whiteboard. • Repeat the sound of letter "Nn" and its vocabulary. • Encourage the students to recognize the sound of letter "Nn" and find more words having this sound. • Instruct the students how to write capital "N". Starting from the top, go down and make a standing line and stop. Starting from the top, make a slanting line and stop. Finally, starting from the top, go down and make another standing line and stop. While saying the instructions, drag your fingers on the alphabet "N". • Instruct the students how to write lower case "n" by using your finger and write with it on flashcard of letter "n". When writing, say the instructions like; starting from the top, go down make a standing line and stop. Starting from little below the top, make an arch and go down in a standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "N". • Ask the students to complete the tracing activity on workbook page no. 36. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Nn' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 35-36 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Oo"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Oo".
- pronounce the words starting with the letter "Oo" correctly.
- identify the images which are starting with the letter "Oo".

Equipment & Material Required:

Audio Visual Aids (Letter "Oo" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ox, onion, orange, ostrich, octopus.

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Oo" Story: (Ostrich Loves Oranges) One day an ox broke away his bridle. He was excited to see an octopus on the river bank. Omer (the farmer) is busy with his cart. All of a sudden, an ostrich came and ran away with his sack of oranges. Omer shouted "my oranges". The ostrich ran very fast. Omer could not catch him.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an orange or orange picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten an orange? ➢ Have you drunk orange juice?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Oo". • Show them the flash cards of the letter "o" and introduce its sound "owe". • Explain them the initial sound in the name of 'orange' is / o /.	30 Minutes

Class: Nursery **Subject:** English

- Show them an ‘orange’ flash card and instruct the children to say the name of the picture, i.e. ‘orange’ and emphasize the first sound / o /.
- Tell the story of ‘Oo’ with proper impressions, showing the pictures given on pages 38, and 39 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /o/?	Who broke the bridle?
What did ostrich take away?	Who shouted on the ostrich?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 38, 39” on the textbook,
- Show the children the name and sound of the letter ‘Oo’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Oo’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Oo’ on the textbook. Then turn your finger on ‘Oo’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Oo /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Oo’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 38, 39.

- Identify the images given on pg. no. 39 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Oo"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Oo" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: oval, Omer, Okara

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is the colour of an onion? ➢ Have you seen an octopus?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**o**/, /**o**/, ox - /**o**/, /**o**/, ox An ox has left the cart, Broke the bridle apart.	30 Minutes

An Ostrich took oranges away,
Leaving only the hay.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 31.
- Put your finger to the letter /o/ and then read.
- Help them remember the sound of the letter /o/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /o/ and say *o is for o-orange*.

Put your finger on the page and tell me where **'o** is?	Put your finger on the page and tell where the **'ox'** is?
Put your finger on the page and tell where the **'onion'** is?	Put your finger on the page and tell where the **'orange'** is?
Put your finger on the page and tell where the **'ostrich'** is?	Put your finger on the page and tell where the **'octopus'** is?

- Write the "Oo" on the whiteboard and say the letter name and voice.
- Repeat the letter "Oo" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Oo".
  - **For Example:** **/o/** ox, **/o/** orange, **/o/** octopus, **/o/** onion, **/o/** ostrich
- Ask the children to open page no. 37 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Oo" sound in the class, such as lemon, leaf, log, ladder, lamb and lion.
- Ask the students at a time to find an object or a picture which begin with the "Oo" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of lemon, leaf, log, ladder, lamb and lion in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 38-39.

- Identify the images given on pg. no. 39 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 37.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Oo"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 11 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Oo".
- recognise "Oo" sound and its vocabulary words listed in workbook.
- recognise capital "O" and small "o".
- draw curved lines using fine motor skills in preparation of writing letter "Oo".
- hold or grip a pencil in a correct way to form letter "Oo".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: oval, Omer, Okara

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 30. ➢ Can you recognize the objects starting with the letter "Oo"? ➢ What ostrich is doing? ➢ How many letters are given in an onion? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Oo" • Explain that they are going to learn how to write the letter "Oo". • Point to "Oo" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /o/ … /o/ for ostrich! Yes, /o/ … /o/ for ostrich! Yes, /o/ … /o/ for ox! Yes, /o/ … /o/ for onion! Yes, /o/ … /o/ for orange! • Show the students how to write the lower case 'o' on the board. Sound out /o/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'O' on the board. Sound out /o/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "O" and small "o" on the whiteboard or paste flashcards of capital and small "Oo" on whiteboard. • Repeat the sound of letter "Oo" and its vocabulary. • Encourage the students to recognize the sound of letter "Oo" and find more words having this sound. • Instruct the students how to write capital "O". Starting from the top, go round and round, make a circle and stop. While saying the instructions, drag your fingers on the alphabet "O". • Instruct the students how to write lower case "o" by using your finger and write with it on flashcard of letter "o". When writing, say the instructions like; starting from the top, go round and round, complete the circle and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "O". • Ask the students to complete the tracing activity on workbook page no. 38. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Oo' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 37-38 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

(Take a print and cut it out and paste it on the chart)

N n	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

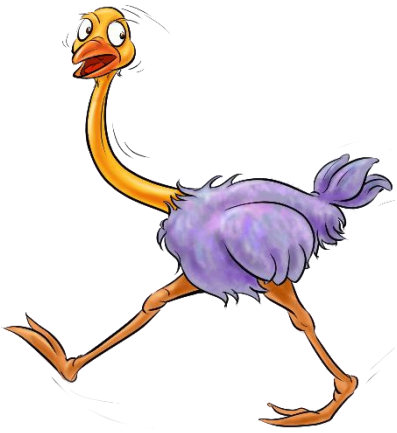
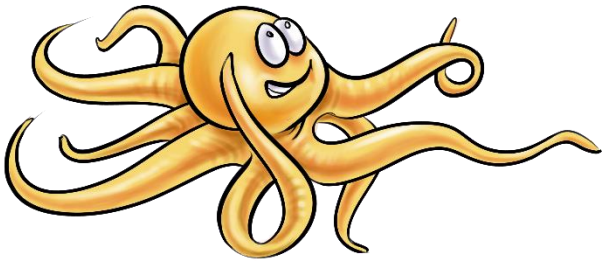
(Take a print and cut it out and paste it on the chart)

N n	newspaper
nest	nose
necklace	nuts
net	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

O o	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

O o	orange
onion	ostrich
octopus	ox

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Mm, Nn, Oo"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 12 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Mm, Nn, Oo".
- revise "Mm, Nn, Oo" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "M, N, O"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mug, mango, milk, moon, monkey, mouse, nose, nest, net, newspaper, necklace, nuts, ox, onion, orange, ostrich, octopus

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever eaten a mango? ➢ What do we read in the newspaper? ➢ What is the colour of an onion?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Nursery **Subject:** English

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 34 to 39 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /m/ and say *m is for m*-m-*ug*.

Put your finger on the page and tell me where **'m, n, o'** is?	Put your finger on the page and tell where the **'mango'** is?
Put your finger on the page and tell where the **'nose'** is?	Put your finger on the page and tell where the **'nest'** is?
Put your finger on the page and tell where the **'orange'** is?	Put your finger on the page and tell where the **'onion'** is?

- Repeat the letters "Mm, Nn, Oo" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Mm, Nn, Oo".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'M, N, O' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Mm, Nn, Oo" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Mm, Nn, Oo" sounds.
- Show the pictures of milk, moon, monkey, mouse, net, newspaper, necklace, nuts, ox, ostrich, octopus in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 34-39.

- Identify the images given on pg. no. 34-39 of the textbook.
- Practise the letters "Mm, Nn, Oo" as written activity.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Pp"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 12 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Pp".
- pronounce the words starting with the letter "Pp" correctly.
- identify the images which are starting with the letter "Pp".

Equipment & Material Required:

Audio Visual Aids (Letter "Pp" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: panda, parrot, pear, peacock, penguin, pigeon

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Pp" Story: (Pears on a Picnic) Pinky and Pappu went to a park for a picnic with their grandma. The grandma told a story about Allah's blessings. We should thank Allah, she said. A panda, parrot, peacock, penguin and pigeon gathered around them and listened to the story with interest. The grandma gave them pears afterwards.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a pear or pear picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever eaten a pear? ➢ What is the colour of a pear?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Pp". • Show them the flash cards of the letter "p" and introduce its sound "pee". • Explain them the initial sound in the name of 'parrot' is / p /.	30 Minutes

- Show them an ‘parrot’ flash card and instruct the children to say the name of the picture, i.e., ‘parrot’ and emphasize the first sound / p /.
- Tell the story of ‘Pp’ with proper impressions, showing the pictures given on pages 40, and 41 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /p/?	Who went to the picnic?
What did grandma give to pinky and Pappu?	What kind of story told grandma?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 40, 41” on the textbook,
- Show the children the name and sound of the letter ‘Pp’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Pp’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Pp’ on the textbook. Then turn your finger on ‘Pp’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Pp /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Pp’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 40, 41.

- Identify the images given on pg. no. 41 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Pp"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 12 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Pp" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: paper, pencil, plate, Parveen, Peshawar

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What does a panda eat? ➢ What is the colour of a parrot? ➢ How does a parrot sound?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**p**/, /**p**/, parrot - /**p**/, /**p**/, parrot The grandma tells a tale,	30 Minutes

And panda, peacock hail!
The pigeon and parrot smile,
The story goes a mile.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 41.
- Put your finger to the letter /p/ and then read.
- Help them remember the sound of the letter /p/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /p/ and say *p is for p-parrot*.

Put your finger on the page and tell me where **'p'** is?	Put your finger on the page and tell where the **'panda'** is?
Put your finger on the page and tell where the **'parrot'** is?	Put your finger on the page and tell where the **'pear'** is?
Put your finger on the page and tell where the **'peacock'** is?	Put your finger on the page and tell where the **'penguin'** is?
Put your finger on the page and tell where the **'pigeon'** is?	

- Write the "Pp" on the whiteboard and say the letter name and voice.
- Repeat the letter "Pp" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Pp".
  - **For Example:** **/p/** panda, **/p/** parrot, **/p/** pear, **/p/** peacock, **/p/** penguin, **/p/** pigeon,
- Ask the children to open page no. 39 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Pp" sound in the class, such as panda, parrot, pear, peacock, penguin, pigeon.
- Ask the students at a time to find an object or a picture which begin with the "Pp" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of panda, parrot, pear, peacock, penguin, pigeon in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 40-41.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 41 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 39.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Pp"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 12 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Pp".
- recognise "Pp" sound and its vocabulary words listed in workbook.
- recognise capital "P" and small "p".
- draw curved lines using fine motor skills in preparation of writing letter "Pp".
- hold or grip a pencil in a correct way to form letter "Pp".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: paper, pencil, plate, Parveen, Peshawar

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 39. ➢ Can you recognize the objects starting with the letter "Pp"? ➢ What grandma are telling? ➢ How many letters are given in onion? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Pp" • Explain that they are going to learn how to write the letter "Pp". • Point to "Pp" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /p/ … /p/ for panda! Yes, /p/ … /p/ for peacock! Yes, /p/ … /p/ for pear! Yes, /p/ … /p/ for parrot! Yes, /p/ … /p/ for penguin! Yes, /p/ … /p/ for pigeon! • Show the students how to write the lower case 'p' on the board. Sound out /p/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'P' on the board. Sound out /p/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "P" and small "p" on the whiteboard or paste flashcards of capital and small "Pp" on whiteboard. • Repeat the sound of letter "Pp" and its vocabulary. • Encourage the students to recognize the sound of letter "Pp" and find more words having this sound. • Instruct the students how to write capital "P". Starting from the top, go down and make a standing line and stop. Starting from the top, go round and round, make a half circle and stop. While saying the instructions, drag your fingers on the alphabet "P". • Instruct the students how to write lower case "p" by using your finger and write with it on flashcard of letter "p". When writing, say the instructions like; starting from the top, go down make a standing line and stop. Starting from the top, round and round, make a half circle and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "P". • Ask the students to complete the tracing activity on workbook page no. 40. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Pp' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 39-40 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Reading, Blending Known Letter and Review-4
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 12 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- identify the sounds of different letters and blend them into words.
- identify blending letters and their sounds.
- make new words by using the consonant blends (letters).
- blend the sounds of different letters together to create basic words.
- identify the beginning sound in grade-level words using written supports.
- revise their listening, speaking and imagination skills.
- review the letters "Mm, Nn, Oo, Pp".
- revise "Mm, Nn, Oo, Pp" activities.

Equipment & Material Required:

Audio Visual Aids (Letter "Mm, Nn, Oo, Pp"), Textbook, Flash Pictures, Vocabulary cards, Whiteboard, Board Marker, Duster, Sticky Notes in Two Different Colours (to Denote Vowels and Consonants)

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Can you make new words with the given letters? ➢ Can you identify the names of the given pictures?	5 Minutes
Development **Practice Activities:** • **Sound blending** is the ability to build words from individual **sounds** by **blending** the **sounds** together in sequence. For example, the learner **blends** the **sounds** o, g, and d to form the word dog. • Introduce the lesson by posting three coloured sticky notes on the board (Red-White-Red) and saying, "Today we are going to practise sounding out words with three letters.	30 Minutes

• Remember that letters represent sounds and when we put those sounds together, we get a word. When we sound out today's words, we are going to listen for each letters "Mm, Nn, Oo, Pp" sound and then put all of the sounds together to read our word. • These sticky notes are going to represent our letters, consonant-vowel-consonant or CVC words. • Ask the students to open the books, page no. 42 of the textbook. • Put your finger on each dot and make the sound of the letter. Slowly move your finger across the arrow and blend them into a word. • Repeat this motion and sound a couple of times more quickly until you are saying the word "og" at the normal speed. • Introduce new vocabulary words using the Visual Vocabulary Cards for reference. • Provide student-friendly definitions in both English and home language (L1) if possible. • Review which letters are vowels and which are consonants by going over all 26 letters of the alphabet with the class naming all of the consonants and then vowels. • Say the word, "mug" aloud and then point to the first sticky note and model saying the sound /mmm/ (not the letter name) aloud, while clapping once for the letter M. Continue with the remaining two sticky notes, clapping once for /uuu/ and /ggg/. Model putting the sounds together, by sliding your hands together while saying the sounds as complete word. • Repeat this process with a new word, (e.g., net) and have the students follow along (clapping and then sliding their hands together) to blend the new word. • Repeat the letters "Mm, Nn, Oo, Pp" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Mm, Nn, Oo, Pp". • Ask the students to open the page no. 43 of the textbook and see the **Review-4, Activity 1**. • Solve it by the helping of the students. • Ask the student to see the **Review-4, Activity 2** page no. 43 of the textbook. • Solve it with the help of the students. • Appreciate their participation.	
Assessment: • Place some objects or pictures of the objects which begin with "Mm, Nn, Oo, Pp" sounds in the class. • Ask the students at a time to find an object or a picture which begins with "Mm, Nn, Oo, Pp" sounds. • Show the pictures of "Mm, Nn, Oo, Pp" in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening sound.	5 Minutes
Homework: Ask the students to look carefully at the activities given on the workbook, pg. no. 41. • Solve the **Review-4. (i)** Write the capital / small alphabet in the given box.	

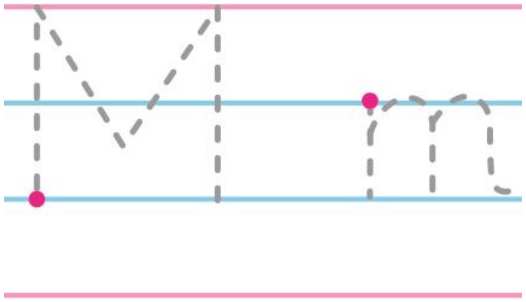
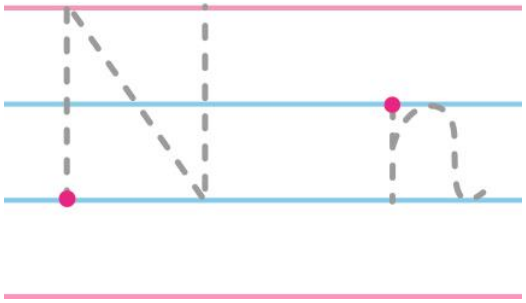
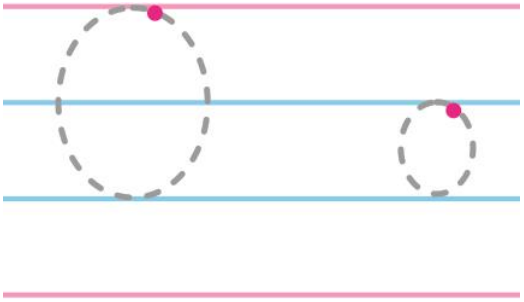
Class: Nursery **Subject:** English

(ii) Circle the beginning letter of the picture. **(iii)** Write the missing letter. • Practise the letters "Mm, Nn, Oo, Pp" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 1)

(Take a print and ask the students to trace the given letters.)

M m	
N n	
O o	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

P p	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
P p	parrot
pear	panda
penguin	pigeon
peacock	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **Qq**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter Qq.
- pronounce the words starting with the letter Qq correctly.
- identify the images which are starting with the letter Qq.

Equipment & Material Required:

Audio Visual Aids (Letter Qq Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: quail, queen, quill, quilt.

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter Qq Story: (Queen and Quilt) Dear Children! The queen is very happy to see her favourite quilt on her bed. The prince is laying in the quilt. Queen is listening to the quail's song and enjoying it a lot. She says with excitement, "quail sings sweetly".	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a quill or a quill picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen a quill? ➢ Is quill soft or hard thing?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter Qq. • Show them the flash cards of the letter "q" and introduce its sound "queue". • Explain them the initial sound in the name of 'quill' is / p /. • Show them an 'quill' flash card and instruct the children to say the name of the picture, i.e., 'quill' and emphasize the first sound / q /.	30 Minutes

- Tell the story of ‘Qq’ with proper impressions, showing the pictures given on pages 44, and 45 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /q/?	Who is happy?
What was queen listening?	Who sings sweetly?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 44, 45” on the textbook,
- Show the children the name and sound of the letter ‘Qq’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Qq’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Qq’ on the textbook. Then turn your finger on ‘Qq’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Qq /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Qq’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 44, 45.

- Identify the images given on pg. no. 45 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Qq"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 13 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Qq" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: quarter, Qandeel, Quetta

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you seen quilt? ➢ What is the feel of a quilt?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**q**/, /**q**/, queen - /**q**/, /**q**/, queen Queen likes the quilt, Soft and easy to held.	30 Minutes

Baby is taking rest,
Quail's song is the best.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 45.
- Put your finger to the letter /q/ and then read.
- Help them remember the sound of the letter /q/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /q/ and say *q is for q-quail*.

Put your finger on the page and tell me where **'q'** is?	Put your finger on the page and tell where the **'queen'** is?
Put your finger on the page and tell where the **'quill'** is?	Put your finger on the page and tell where the **'quilt'** is?

- Write the "Qq" on the whiteboard and say the letter name and voice.
- Repeat the letter "Qq" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Qq".
  - **For Example:** **/q/** quail, **/q/** queen, **/q/** quill, **/q/** quilt,
- Ask the children to open page no. 42 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Qq" sound in the class, such as quail, queen, quill and quilt.
- Ask the students at a time to find an object or a picture which begin with the "Qq" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of quail, queen, quill and quilt in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 44-45.

- Identify the images given on pg. no. 45 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 42.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Qq"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 13 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Qq".
- recognise "Qq" sound and its vocabulary words listed in workbook.
- recognise capital "Q" and small "q".
- draw curved lines using fine motor skills in preparation of writing letter "Qq".
- hold or grip a pencil in a correct way to form letter "Qq".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: quarter, Qandeel, Quetta

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 33. ➢ Can you recognize the objects starting with the letter "Qq"? ➢ What baby are doing? ➢ How many letters are given in quill? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Qq" • Explain that they are going to learn how to write the letter "Qq". • Point to "Qq" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /q/ … /q/ for quail! Yes, /q/ … /q/ for queen! Yes, /q/ … /q/ for quill! Yes, /q/ … /q/ for quilt! • Show the students how to write the lower case 'q' on the board. Sound out /q/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'Q' on the board. Sound out /q/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "Q" and small "m" on the whiteboard or paste flashcards of capital and small "Qq" on whiteboard. • Repeat the sound of letter "Qq" and its vocabulary. • Encourage the students to recognize the sound of letter "Qq" and find more words having this sound. • Instruct the students how to write capital "Q". Starting from the top, go round and round, make a full circle and stop. Then make a little tail at the bottom of the circle. While saying the instructions, drag your fingers on the alphabet "Q". • Instruct the students how to write lower case "q" by using your finger and write with it on flashcard of letter "q". When writing, say the instructions like; starting from the top, go round and round, make a half circle and stop. Starting from the top, go down to make a standing line and make a little tail. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "Q". • Ask the students to complete the tracing activity on workbook page no. 43. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Qq' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 42-43 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Rr"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Rr".
- pronounce the words starting with the letter "Rr" correctly.
- identify the images which are starting with the letter "Rr".

Equipment & Material Required:

Audio Visual Aids (Letter "Rr" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: rabbit, rain, rhino, ring, rooster

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Rr" Story: (Rania's Ring) It is a rainy day. Rania and Rabia love to travel in air balloon. Once Rania's ring fell while going up in the air. A rabbit jumped to collect the ring. A rooster saw the rabbit and said joyfully, "Cook roo Koo". The rabbit gave this ring to Rahim, who was running in the rain with an umbrella.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a ring or ring picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you seen before ring? ➢ What does the rooster say early in the morning?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Rr". • Show them the flash cards of the letter "r" and introduce its sound "aarr". • Explain them the initial sound in the name of 'ring' is / r /.	30 Minutes

Class: Nursery **Subject:** English

- Show them a 'ring' flash card and instruct the children to say the name of the picture, i.e. 'ring' and emphasize the first sound / r /.
- Tell the story of 'Rr' with proper impressions, showing the pictures given on pages 46, and 47 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /r/?	Who loves to travel in an air balloon?
What fell down from balloon?	Who jumped to collect the ring?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 46, 47" on the textbook,
- Show the children the name and sound of the letter 'Rr' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Rr' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Rr' on the textbook. Then turn your finger on 'Rr' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Rr /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Rr'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 46, 47.

- Identify the images given on pg. no. 47 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Rr"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 13 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Rr" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: red, rock, ruler, Rabia, Rawalpindi

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Where does rain come from? ➢ What is the shape of a ring? ➢ What makes air balloon fly in the air?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**r**/, /**r**/, rabbit - /**r**/, /**r**/, rabbit Rooster is clucking high,	30 Minutes

Rabbit is hopping in the sky.
The ring is falling down,
Girls in the balloon cry!

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 47.
- Put your finger to the letter /r/ and then read.
- Help them remember the sound of the letter /r/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /r/ and say r *is for r-rabbit*.

Put your finger on the page and tell me where **'r'** is?	Put your finger on the page and tell where the **'rabbit'** is?
Put your finger on the page and tell where the **'rain'** is?	Put your finger on the page and tell where the **'rhino'** is?
Put your finger on the page and tell where the **'ring'** is?	Put your finger on the page and tell where the **'rooster'** is?

- Write the "Rr" on the whiteboard and say the letter name and voice.
- Repeat the letter "Rr" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Rr".
  - **For Example:** **/r/** rabbit, **/r/** rain, **/r/** rhino, **/r/** ring, **/r/** rooster,
- Ask the children to open page no. 44 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Rr" sound in the class, such as rabbit, rain, rhino, ring and rooster.
- Ask the students at a time to find an object or a picture which begin with the "Rr" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of rabbit, rain, rhino, ring and rooster in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 46-47.

- Identify the images given on pg. no. 47 of the textbook.

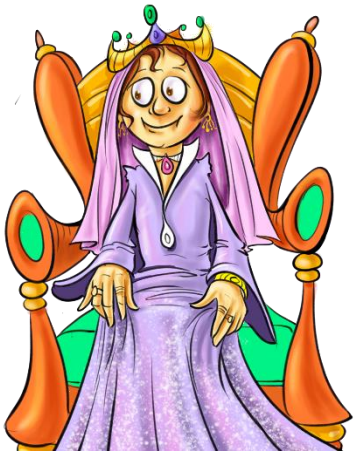
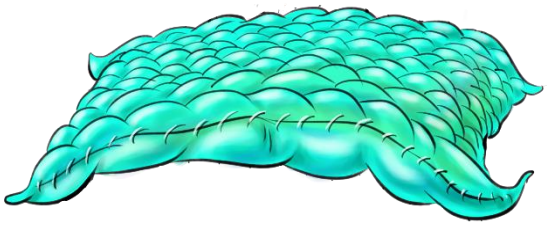
Class: Nursery **Subject:** English

• Ask the students to solve the colouring activity 2 of the workbook page no. 44.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

Q q	
	
	?

Class: Nursery **Subject:** English

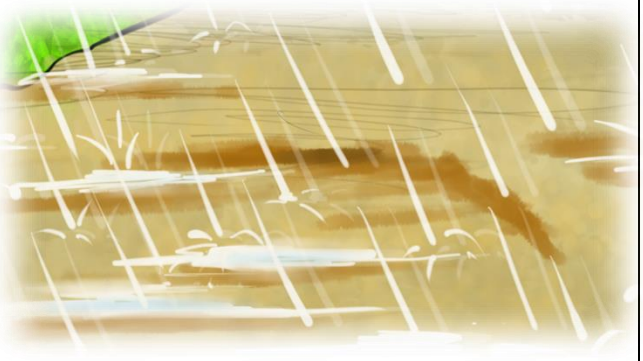
Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

Q q	quill
queen	quilt
quail	question mark

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

R r	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

R r	ring
rabbit	rain
rhino	rooster

Aquiline

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Rr"**

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 14 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Rr".
- recognise "Rr" sound and its vocabulary words listed in workbook.
- recognise capital "R" and small "r".
- draw curved lines using fine motor skills in preparation of writing letter "Rr".
- hold or grip a pencil in a correct way to form letter "Rr".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: red, rock, ruler, Rabia, Rawalpindi

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 44. ➢ Can you recognize the objects starting with the letter "Rr"? ➢ What is the colour of rabbit? ➢ How many letters are given in rain? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Rr" • Explain that they are going to learn how to write the letter "Rr". • Point to "Rr" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /r/ … /r/ for rabbit! Yes, /r/ … /r/ for rain! Yes, /r/ … /r/ for rhino! Yes, /r/ … /r/ for ring! Yes, /r/ … /r/ for rooster! • Show the students how to write the lower case 'r' on the board. Sound out /r/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'R' on the board. Sound out /r/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "R" and small "r" on the whiteboard or paste flashcards of capital and small "Rr" on whiteboard. • Repeat the sound of letter "Rr" and its vocabulary. • Encourage the students to recognize the sound of letter "Rr" and find more words having this sound. • Instruct the students how to write capital "R". Starting from the top, go down make a standing line and stop. Starting from the top, round and round, make a half circle and drag the line little outward to make the tail. While saying the instructions, drag your fingers on the alphabet "R". • Instruct the students how to write lower case "r" by using your finger and write with it on flashcard of letter "r". When writing, say the instructions like; starting from the top, go down make a standing line and stop. Starting little low from the top, make a little arc and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "R". • Ask the students to complete the tracing activity on workbook page no. 45. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Rr' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 44-45 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Pp, Qq, Rr"**
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 14 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Pp, Qq, Rr".
- revise "Pp, Qq, Rr" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "P, Q, R"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: panda, parrot, pear, peacock, penguin, pigeon, quail, queen, quill, quilt, rabbit, rain, rhino, ring, rooster

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is the colour of pear? ➢ Have you ever seen a quill? ➢ What is the shape of a ring?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem?	30 Minutes

Class: Nursery **Subject:** English

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 40 to 47 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /p/ and say *p is for p-p-ear*.

Put your finger on the page and tell me where **'p, q, r'** is?	Put your finger on the page and tell where the **'panda'** is?
Put your finger on the page and tell where the **'quail'** is?	Put your finger on the page and tell where the **'queen'** is?
Put your finger on the page and tell where the **'rabbit'** is?	Put your finger on the page and tell where the **'ring'** is?

- Repeat the letters "Pp, Qq, Rr" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Pp, Qq, Rr".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'P, Q, R' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Pp, Qq, Rr" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Pp, Qq, Rr" sounds.
- Show the pictures of panda, peacock, penguin, pigeon, quill, quilt, rain, rhino, rooster in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 40 to 47.

- Identify the images given on pg. no. 40 to 47 of the textbook.
- Practise the letters "Pp, Qq, Rr" as written activity.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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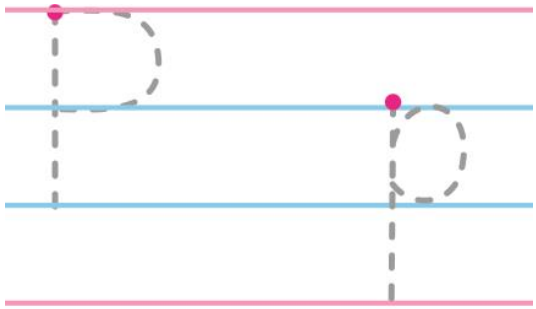
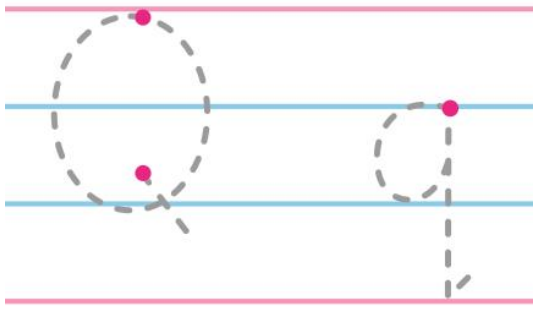
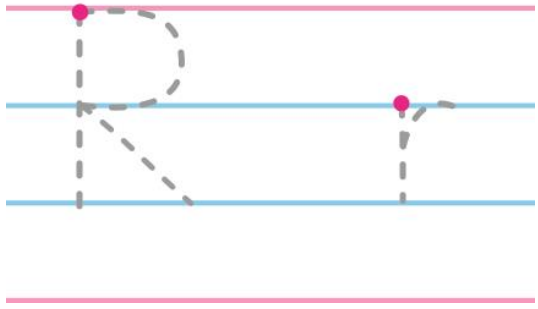
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Class: Nursery

Subject: English

Tracing Sheet for Practice (Day 2)

(Take a print and ask the students to trace the given letters.)

P p	
Q q	
R r	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ss"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 15 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ss".
- pronounce the words starting with the letter "Ss" correctly.
- identify the images which are starting with the letter "Ss".

Equipment & Material Required:

Audio Visual Aids (Letter "Ss" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sun, snake, snail, see-saw, spider, slide

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ss" Story: (Spider and Snake) Dear Children! Once a spider, a snail and a snake decided to race. The Sun was shining in the sky. Sania was taking swings in the park. Salman and his friends started enjoying the race. Spider finally won the race.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a sun picture in the classroom. Ask some questions about it. ➢ What is the colour of sun? ➢ Where we can see the sun? ➢ Have you ever take a slide?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Ss". • Show them the flash cards of the letter "s" and introduce its sound "ess". • Explain them the initial sound in the name of 'Sun' is / s /. • Show them a 'Sun' flash card and instruct the children to say the name of the picture, i.e. 'Sun' and emphasize the first sound / s /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Ss' with proper impressions, showing the pictures given on pages 48, and 49 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /s/?	What was shining in the sky?
What did children saw on the track?	Who win the race?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 48, 49" on the textbook,
- Show the children the name and sound of the letter 'Ss' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Ss' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Ss' on the textbook. Then turn your finger on 'Ss' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ss /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Ss'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 48, 49.

- Identify the images given on pg. no. 49 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ss"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 15 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Ss" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sparrow, spoon, sky, Salma,, Sukkur

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Have you ever seen a snake? ➢ What does a spider make?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**s**/, /**s**/, snake - /**s**/, /**s**/, snake Spider, snake, and snail, On the track to hail.	30 Minutes

Who will win the race?
Its all about the pace!

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 49.
- Put your finger to the letter /s/ and then read.
- Help them remember the sound of the letter /s/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /s/ and say s *is for s-sun*.

Put your finger on the page and tell me where **'s'** is?	Put your finger on the page and tell where the **'snake'** is?
Put your finger on the page and tell where the **'snail'** is?	Put your finger on the page and tell where the **'see-saw'** is?
Put your finger on the page and tell where the **'spider'** is?	Put your finger on the page and tell where the **'slide'** is?
Put your finger on the page and tell where the **'sun'** is?	

- Write the "Ss" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ss" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ss".
  - **For Example:** **/s/** sun, **/s/** snake, **/s/** snail, **/s/** see-saw, **/s/** spider, **/s/** slide
- Ask the children to open page no. 46 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ss" sound in the class, such as sun, snake, snail, see-saw, spider, slide.
- Ask the students at a time to find an object or a picture which begin with the "Ss" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of sun, snake, snail, see-saw, spider, slide in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 48-49.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 49 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 46.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ss"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 15 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Ss".
- recognise "Ss" sound and its vocabulary words listed in workbook.
- recognise capital "S" and small "s".
- draw curved lines using fine motor skills in preparation of writing letter "Ss".
- hold or grip a pencil in a correct way to form letter "Ss".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sparrow, spoon, sky, Salma,, Sukkur

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 46. ➢ Can you recognize the objects starting with the letter "Ss"? ➢ What is the colour of sun? ➢ How many letters are given in snake? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ss" • Explain that they are going to learn how to write the letter "Ss". • Point to "Ss" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /s/ … /s/ for sun! Yes, /s/ … /s/ for snake! Yes, /s/ … /s/ for see-saw! Yes, /s/ … /s/ for snail! Yes, /s/ … /s/ for spider! Yes, /s/ … /s/ for slide! • Show the students how to write the lower case 's' on the board. Sound out /s/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'S' on the board. Sound out /s/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "S" and small "s" on the whiteboard or paste flashcards of capital and small "Ss" on whiteboard. • Repeat the sound of letter "Ss" and its vocabulary. • Encourage the students to recognize the sound of letter "Ss" and find more words having this sound. • Instruct the students how to write capital "S". Starting from the top, make an arc to the left then, go down to the right and make another arc to the left. While saying the instructions, drag your fingers on the alphabet "S". • Instruct the students how to write lower case "s" by using your finger and write with it on flashcard of letter "s". When writing, say the instructions like; starting from the top, go over to the left make an arch then go down in slanting line and make another arch moving the pencil to the left and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **<u>Practice Activities:</u>** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "S". • Ask the students to complete the tracing activity on workbook page no. 47. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ss' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 46-47 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Tt"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 15 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Tt".
- pronounce the words starting with the letter "Tt" correctly.
- identify the images which are starting with the letter "Tt".

Equipment & Material Required:

Audio Visual Aids (Letter "Tt" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: tiger, top, turtle, tree, train

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Tt" Story: (Tina and Tinku's Toys) A vendor sells different toys like a teddy bear, a telephone, etc. Tina bought a teddy bear. Tinku was taking a meal on the table while playing with a top. A tiger and a turtle were happy to see them playing. A train also passed by on its track. It is a wonderful sight indeed.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a top or top picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever played with top? ➢ Have you ever ride on train?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Tt". • Show them the flash cards of the letter "t" and introduce its sound "tee". • Explain them the initial sound in the name of 'train' is / t /. • Show them a 'train' flash card and instruct the children to say the name of the picture, i.e. 'train' and emphasize the first sound / t /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Tt' with proper impressions, showing the pictures given on pages 50, and 51 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /t/?	What did the vendor sell?
What did Tina buy?	What was passing by on track?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 50, 51" on the textbook,
- Show the children the name and sound of the letter 'Tt' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Tt' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Tt' on the textbook. Then turn your finger on 'Tt' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Tt /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Tt'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 50, 51.

- Identify the images given on pg. no. 51 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Tt"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 15 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Tt" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: track, telephone, table, Tina, Taxila

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What do trees give us? ➢ What is the colour of turtle? ➢ Where we can see the tiger?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**t**/, /t/, turtle - /**t**/, /**t**/, turtle The train is passing by,	30 Minutes

Class: Nursery **Subject:** English

A man is selling toys.
Tina wants a teddy bear,
And tiger in the cage smiles.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 51.
- Put your finger to the letter /t/ and then read.
- Help them remember the sound of the letter /t/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /t/ and say t *is for t-tiger*.

Put your finger on the page and tell me where **'t'** is?	Put your finger on the page and tell where the **'tiger'** is?
Put your finger on the page and tell where the **'top'** is?	Put your finger on the page and tell where the **'turtle'** is?
Put your finger on the page and tell where the **'tree'** is?	Put your finger on the page and tell where the **'train'** is?

- Write the "Tt" on the whiteboard and say the letter name and voice.
- Repeat the letter "Tt" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Tt".
  - **For Example:** **/t/** tiger, **/t/** top, **/t/** turtle, **/t/** tree, **/t/** train,
- Ask the children to open page no. 48 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Tt" sound in the class, such as tiger, top, turtle, tree and train.
- Ask the students at a time to find an object or a picture which begin with the "Tt" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of tiger, top, turtle, tree and train in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 50-51.

- Identify the images given on pg. no. 51 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 48.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

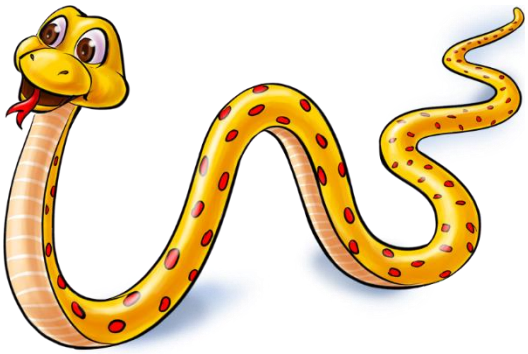
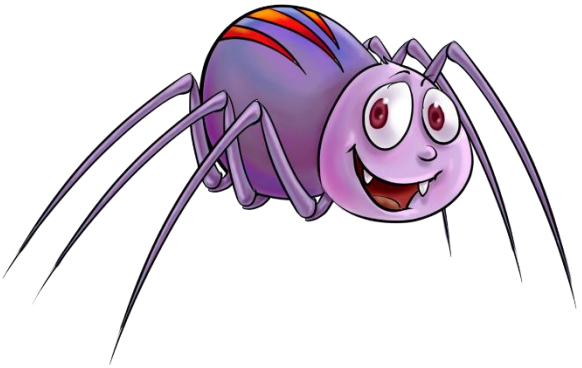
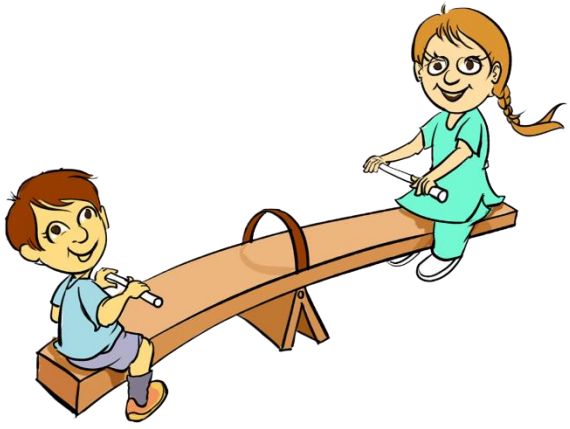
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Class: Nursery **Subject:** English

Flash Pictures (For Day 1 & Day 2)

(Take a print and cut it out and paste it on the chart)

S s	
	
	

Class: Nursery **Subject:** English

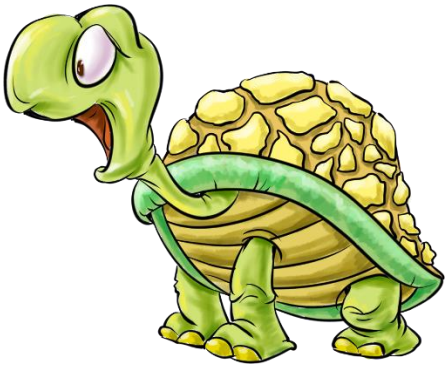
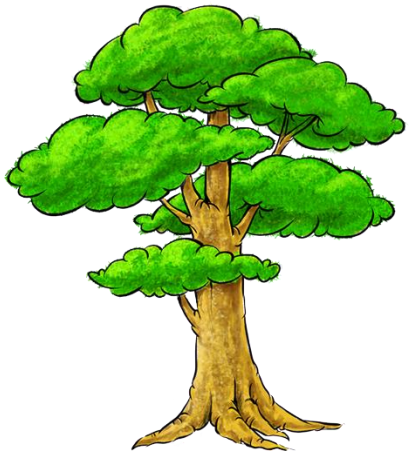
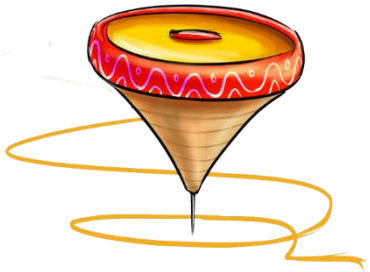
Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
S s	sun
snake	spider
see_saw	snail
slide	

Class: Nursery

Subject: English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

T t	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 4 & Day 5)

(Take a print and cut it out and paste it on the chart)

T t	train
tiger	turtle
tree	top

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Tt"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 16 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Tt".
- recognise "Tt" sound and its vocabulary words listed in workbook.
- recognise capital "T" and small "t".
- draw curved lines using fine motor skills in preparation of writing letter "Tt".
- hold or grip a pencil in a correct way to form letter "Tt".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: track, telephone, table, Tina, Taxila

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 48. ➢ Can you recognize the objects starting with the letter "Tt"? ➢ What boy are doing? ➢ How many letters are given in turtle? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Tt" • Explain that they are going to learn how to write the letter "Tt". • Point to "Tt" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /t/ … /t/ for tiger! Yes, /t/ … /t/ for turtle! Yes, /t/ … /t/ for top! Yes, /t/ … /t/ for tree! Yes, /t/ … /t/ for train! • Show the students how to write the lower case 't' on the board. Sound out /t/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'T' on the board. Sound out /t/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "T" and small "t" on the whiteboard or paste flashcards of capital and small "Tt" on whiteboard. • Repeat the sound of letter "Tt" and its vocabulary. • Encourage the students to recognize the sound of letter "Tt" and find more words having this sound. • Instruct the students how to write capital "T". Starting from the top, make a standing line and stop. Starting from the top, make a sleeping/horizontal line over previous line and stop. While saying the instructions, drag your fingers on the alphabet "T". • Instruct the students how to write lower case "t" by using your finger and write with it on flashcard of letter "t". When writing, say the instructions like; starting from the top, go down make a standing line and then make a little curve and stop. Starting from the middle make a horizontal line across the standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "T". • Ask the students to complete the tracing activity on workbook page no. 49. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Tt' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 48-49 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Uu"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 16 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Uu".
- pronounce the words starting with the letter "Uu" correctly.
- identify the images which are starting with the letter "Uu".

Equipment & Material Required:

Audio Visual Aids (Letter "Uu" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Umpire, up, under, umbrella, upstairs

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Uu" Story: (Umar Got Out) Usman loves to watch a cricket match. One day, he was watching his friends playing cricket. He was sitting under the shadow of an umbrella. The umpire wearing a white hat and coat was supervising the match. Umar hit the ball high, the bowler shouted, "catch it". Uzair, the keeper wanted to catch the ball. Umar was out and he went back upstairs in the pavilion.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an umbrella or umbrella picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen an umbrella? ➢ What is an umbrella used for?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Uu". • Show them the flash cards of the letter "u" and introduce its sound "ewe". • Explain them the initial sound in the name of 'umbrella' is / u /.	30 Minutes

Class: Nursery **Subject:** English

- Show them an ‘umbrella’ flash card and instruct the children to say the name of the picture, i.e. ‘umbrella’ and emphasize the first sound / u /.
- Tell the story of ‘Uu’ with proper impressions, showing the pictures given on pages 52, and 53 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /u/?	Who loves to watch cricket?
Where was Usman sitting?	Who wanted to catch the ball?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 52, 53” on the textbook,
- Show the children the name and sound of the letter ‘Uu’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Uu’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Uu’ on the textbook. Then turn your finger on ‘Uu’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Uu /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Uu’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 52, 53.

- Identify the images given on pg. no. 53 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Uu"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 16 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Uu" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: uncle, urn, Uzair, Umarkot

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What does the umpire do? ➢ Why the ball goes up in the air? ➢ What is a bat made of?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**u**/, /**u**/, umbrella - /**u**/, /**u**/, umbrella A boy under umbrella,	30 Minutes

Class: Nursery **Subject:** English

Looking at the ball.
Umer hits very hard,
Umpire raised finger tall.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 53.
- Put your finger to the letter /u/ and then read.
- Help them remember the sound of the letter /u/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /u/ and say u *is for u-umbrella*.

Put your finger on the page and tell me where **'u'** is?	Put your finger on the page and tell where the **'umpire'** is?
Put your finger on the page and tell where the **'up'** is?	Put your finger on the page and tell where the **'umbrella'** is?
Put your finger on the page and tell where the **'upstairs'** is?	Put your finger on the page and tell where the **'under'** is?

- Write the "Uu" on the whiteboard and say the letter name and voice.
- Repeat the letter "Uu" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Uu".
  - **For Example:** **/u/** umpire, **/u/** up, **/u/** under, **/u/** umbrella, **/u/** upstairs,
- Ask the children to open page no. 50 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Uu" sound in the class, such as Umpire, up, under, umbrella, upstairs.
- Ask the students at a time to find an object or a picture which begin with the "Uu" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of Umpire, up, under, umbrella, upstairs in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 52-53.

- Identify the images given on pg. no. 53 of the textbook.

Class: Nursery **Subject:** English

• Ask the students to solve the find and circle activity 2 of the workbook page no. 50.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Uu"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 16 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- read, trace and write capital and small "Uu".
- recognise "Uu" sound and its vocabulary words listed in workbook.
- recognise capital "U" and small "u".
- draw curved lines using fine motor skills in preparation of writing letter "Uu".
- hold or grip a pencil in a correct way to form letter "Uu".

Equipment & Material Required:

Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: uncle, urn, Uzair, Umarkot

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 50. ➢ Can you recognize the objects starting with the letter "Uu"? ➢ What is the use of umbrella? ➢ How many letters are given in under? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Uu" • Explain that they are going to learn how to write the letter "Uu". • Point to "Uu" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /u/ … /u/ for umpire! Yes, /u/ … /u/ for up! Yes, /u/ … /u/ for under! Yes, /u/ … /u/ for umbrella! Yes, /u/ … /u/ for upstairs! • Show the students how to write the lower case 'u' on the board. Sound out /u/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'U' on the board. Sound out /u/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "U" and small "u" on the whiteboard or paste flashcards of capital and small "Uu" on whiteboard. • Repeat the sound of letter "Uu" and its vocabulary. • Encourage the students to recognize the sound of letter "Uu" and find more words having this sound. • Instruct the students how to write capital "U". Starting from the top, go down make a standing line then turn the pencil to make curve and go up and stop While saying the instructions, drag your fingers on the alphabet "U". • Instruct the students how to write lower case "u" by using your finger and write with it on flashcard of letter "u". When writing, say the instructions like; starting from the top, go down make a standing line then turn and go up make another standing line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "U". • Ask the students to complete the tracing activity on workbook page no. 51. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Uu' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 50-51 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Reading, Blending Known Letter and Review-5
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 16 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- identify the sounds of different letters and blend them into words.
- identify blending letters and their sounds.
- make new words by using the consonant blends (letters).
- blend the sounds of different letters together to create basic words.
- identify the beginning sound in grade-level words using written supports.
- revise their listening, speaking and imagination skills.
- review the letters "Qq, Rr, Ss, Tt".
- revise "Qq, Rr, Ss, Tt" activities.

Equipment & Material Required:
Audio Visual Aids (Letter "Qq, Rr, Ss, Tt"), Textbook, Flash Pictures, Vocabulary cards, Whiteboard, Board Marker, Duster, Sticky Notes in Two Different Colours (to Denote Vowels and Consonants)

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary:

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Can you make new words with the given letters? ➢ Can you identify the names of the given pictures?	5 Minutes
<u>Development</u> **<u>Practice Activities:</u>** • **Sound blending** is the ability to build words from individual **sounds** by **blending** the **sounds** together in sequence. For example, the learner **blends** the **sounds** u, n, and d to form the word run. • Introduce the lesson by posting three coloured sticky notes on the board (Red-White-Red) and saying, "Today we are going to practise sounding out words with three letters.	30 Minutes

• Remember that letters represent sounds and when we put those sounds together, we get a word. When we sound out today's words, we are going to listen for each letters "Qq, Rr, Ss, Tt" sound and then put all of the sounds together to read our word. • These sticky notes are going to represent our letters, consonant-vowel-consonant or CVC words. • Ask the students to open the books, page no. 54, 55 of the textbook. • Put your finger on each dot and make the sound of the letter. Slowly move your finger across the arrow and blend them into a word. • Repeat this motion and sound a couple of times more quickly until you are saying the word "un" at the normal speed. • Introduce new vocabulary words using the Visual Vocabulary Cards for reference. • Provide student-friendly definitions in both English and home language (L1) if possible. • Review which letters are vowels and which are consonants by going over all 26 letters of the alphabet with the class naming all of the consonants and then vowels. • Say the word, "sun" aloud and then point to the first sticky note and model saying the sound /sss/ (not the letter name) aloud, while clapping once for the letter S. Continue with the remaining two sticky notes, clapping once for /uuu/ and /nnn/. Model putting the sounds together, by sliding your hands together while saying the sounds as complete word. • Repeat this process with a new word, (e.g., bun) and have the students follow along (clapping and then sliding their hands together) to blend the new word. • Repeat the letters "Qq, Rr, Ss, Tt" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Qq, Rr, Ss, Tt". • Ask the students to open the page no. 54 of the textbook and see the **Review-5, Activity 1**. • Solve it by the helping of the students. • Ask the student to see the **Review-5, Activity 2** page no. 55 of the textbook. • Solve it with the help of the students. • Appreciate their participation.	
Assessment: • Place some objects or pictures of the objects which begin with "Qq, Rr, Ss, Tt" sounds in the class. • Ask the students at a time to find an object or a picture which begins with "Qq, Rr, Ss, Tt" sounds. • Show the pictures of "Qq, Rr, Ss, Tt" in front of the students for testing. ➢ Ask the names of the pictures. ➢ Ask their opening sound.	5 Minutes
Homework: Ask the students to look carefully at the activities given on the workbook, pg. no. 52. • Solve the **Review-5. (i)** Write the capital / small alphabet in the given box.	

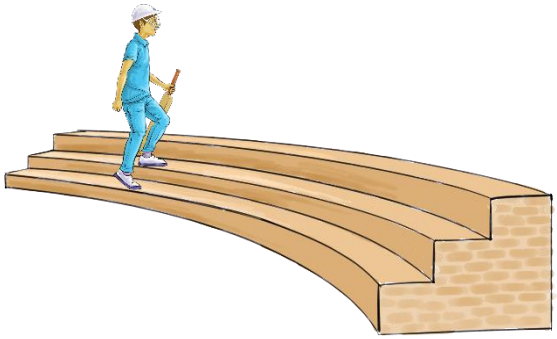
Class: Nursery **Subject:** English

(ii) Circle the beginning letter of the picture. **(iii)** Write the missing letter. • Practise the letters "Qq, Rr, Ss, Tt" as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

U u	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

U u	umbrella
umpire	up
under	upstairs

Aquiline

Publishers, Printers & Booksellers

Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Ss, Tt, Uu"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 17 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Ss, Tt, Uu".
- revise "Ss, Tt, Uu" sound and their vocabulary words listed in workbook.

Equipment & Material Required:

Audio Visual Aids (Letter "S, T, U"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sun, snake, snail, see-saw, spider, slide, tiger, top, turtle, tree, train, Umpire, up, under, umbrella, upstairs

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Where we can see the sun? ➢ What is the colour of turtle? ➢ What is an umbrella used for?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem?	30 Minutes

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 48 to 53 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /s/ and say *s is for s-s-un*.

Put your finger on the page and tell me where **'s, t, u'** is?	Put your finger on the page and tell where the **'snake'** is?
Put your finger on the page and tell where the **'tiger'** is?	Put your finger on the page and tell where the **'top'** is?
Put your finger on the page and tell where the **'umpire'** is?	Put your finger on the page and tell where the **'under'** is?

- Repeat the letters "Ss, Tt, Uu" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Ss, Tt, Uu".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'S, T, U' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ss, Tt, Uu" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Ss, Tt, Uu" sounds.
- Show the pictures of snail, see-saw, spider, slide, turtle, tree, train, up, umbrella, upstairs in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 48 to 53.

- Identify the images given on pg. no. 48 to 53 of the textbook.
- Practise the letters "Ss, Tt, Uu" as written activity.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Vv"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 17 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Vv".
- pronounce the words starting with the letter "Vv" correctly.
- identify the images which are starting with the letter "Vv".

Equipment & Material Required:

Audio Visual Aids (Letter "Vv" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: van, vegetable, vase, veterinary, violin, vulture

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Vv" Story: (Vicky Playing Violin) Vicky brought his kitten to a veterinary doctor in the park. He played the violin to amuse his kitten. Vicky's driver came by his van to find them. A vulture sitting on tree was also watching veterinary treating kitten. A vendor also passed by selling vegetables and enjoyed the scene.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a vase or vase picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Is there a vase available in your house? ➢ What do we put in the vase?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Vv". • Show them the flash cards of the letter "v" and introduce its sound "vee". • Explain them the initial sound in the name of 'vase' is / v /.	30 Minutes

Class: Nursery **Subject:** English

- Show them an ‘vase’ flash card and instruct the children to say the name of the picture, i.e. ‘vase’ and emphasize the first sound / v /.
- Tell the story of ‘Vv’ with proper impressions, showing the pictures given on pages 56, and 57 of the textbook.
- Ask them different questions for brainstorming, e.g. “What characters are shown in this picture?”, “What kind of gestures are shown in this picture?”, “What did they get from the picture?” (imagination).
- Appreciate the students’ participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /v/?	Who brought kitten to veterinary doctor?
What was Vicky playing?	What was vendor selling?

- Without telling them the moral of the story, ask the students “What did they get from the story?”
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 56, 57” on the textbook,
- Show the children the name and sound of the letter ‘Vv’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘Vv’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘Vv’ on the textbook. Then turn your finger on ‘Vv’ five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Vv /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter ‘Vv’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 56, 57.

- Identify the images given on pg. no. 57 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Vv"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 17 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Vv" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: volcano, village, vest, Vahaj, Vehari

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How vegetables grow? ➢ Who are the veterinary doctors? ➢ Did you ever travel on van?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**v**/, /**v**/, vegetable - /**v**/, /**v**/, vegetable Vendor selling vegetable,	30 Minutes

They are all edible.
Vet treats kitten,
Vulture on the tree is hidden.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 57.
- Put your finger to the letter /v/ and then read.
- Help them remember the sound of the letter /v/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /v/ and say v *is for v-van*.

Put your finger on the page and tell me where **'v'** is?	Put your finger on the page and tell where the **'van** is?
Put your finger on the page and tell where the **'vegetable'** is?	Put your finger on the page and tell where the **'vase'** is?
Put your finger on the page and tell where the **'veterinary'** is?	Put your finger on the page and tell where the **'violin'** is?
Put your finger on the page and tell where the **'vulture'** is?	

- Write the "Vv" on the whiteboard and say the letter name and voice.
- Repeat the letter "Vv" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Vv".
  - **For Example:** **/v/** van, **/v/** vegetable, **/v/** vase, **/v/** violin, **/v/** vulture, **/v/** veterinary
- Ask the children to open page no. 53 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Vv" sound in the class, such as van, vegetable, vase, veterinary, violin and vulture.
- Ask the students at a time to find an object or a picture which begin with the "Vv" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of van, vegetable, vase, veterinary, violin and vulture in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 56-57.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 57 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 53.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Vv"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 17 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Vv".
- recognise "Vv" sound and its vocabulary words listed in workbook.
- recognise capital "V" and small "v".
- draw curved lines using fine motor skills in preparation of writing letter "Vv".
- hold or grip a pencil in a correct way to form letter "Vv".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: volcano, village, vest, Vahaj, Vehari

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 53. ➢ Can you recognize the objects starting with the letter "Vv"? ➢ Do you eat vegetable? ➢ How many letters are given in vase? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Vv" • Explain that they are going to learn how to write the letter "Vv". • Point to "Vv" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /v/ … /v/ for vegetable! Yes, /v/ … /v/ for van! Yes, /v/ … /v/ for veterinary! Yes, /v/ … /v/ for vulture! Yes, /v/ … /v/ for vase! Yes, /v/ … /v/ for violin! • Show the students how to write the lower case 'v' on the board. Sound out /v/ as you write it.	30 Minutes

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'V' on the board. Sound out /v/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "V" and small "v" on the whiteboard or paste flashcards of capital and small "Vv" on whiteboard. • Repeat the sound of letter "Vv" and its vocabulary. • Encourage the students to recognize the sound of letter "Vv" and find more words having this sound. • Instruct the students how to write capital "V". Starting from the top, make a slanting line then go up make another slanting line and stop. While saying the instructions, drag your fingers on the alphabet "V". • Instruct the students how to write lower case "v" by using your finger and write with it on flashcard of letter "v". When writing, say the instructions like; starting from the top, go down make a slanting line then go up and make another slanting line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "V". • Ask the students to complete the tracing activity on workbook page no. 54. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Vv' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 53-54 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Ww"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 17 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Ww".
- pronounce the words starting with the letter "Ww" correctly.
- identify the images which are starting with the letter "Ww".

Equipment & Material Required:

Audio Visual Aids (Letter "Ww" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ant, apple, arrow, axe, alligator

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Ww" Story: (Wasi and Wania Loves Watermelon) Wasi and his sister Wania loves watermelon. Once Wasi came in the windows and asked Wania to take the watermelon. Their father was fetching water from the well. He was happy to see his children sharing things.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a watch or watch picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen a watch? ➢ What is a watch used for?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Ww". • Show them the flash cards of the letter "w" and introduce its sound "duble-ewe". • Explain them the initial sound in the name of 'watch' is / w /. • Show them a 'watch' flash card and instruct the children to say the name of the picture, i.e. 'watch' and emphasize the first sound / w /.	30 Minutes

- Tell the story of 'Ww' with proper impressions, showing the pictures given on pages 58, and 59 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /w/?	What did Wasi and Wania love?
What was father fetching?	Where was water?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 58, 59" on the textbook,
- Show the children the name and sound of the letter 'Ww' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Ww' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Ww' on the textbook. Then turn your finger on 'Ww' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Ww /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Ww'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 58, 59.

- Identify the images given on pg. no. 59 of the textbook.

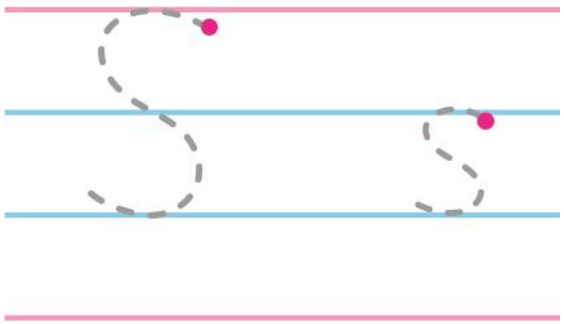
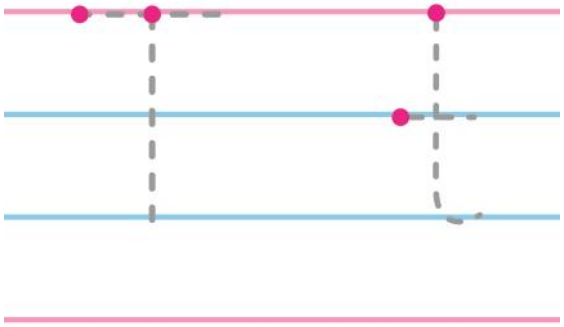
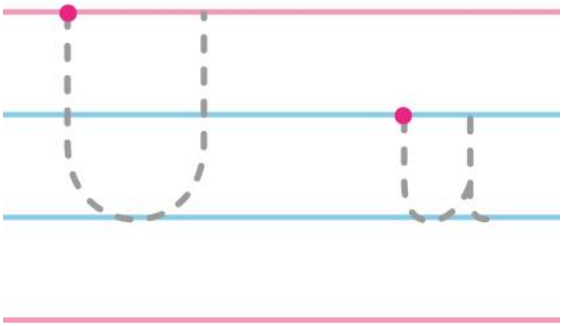
Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 1)

(Take a print and ask the students to trace the given letters.)

S s	
T t	
U u	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

V v	
	
	

Class: Nursery **Subject:** English

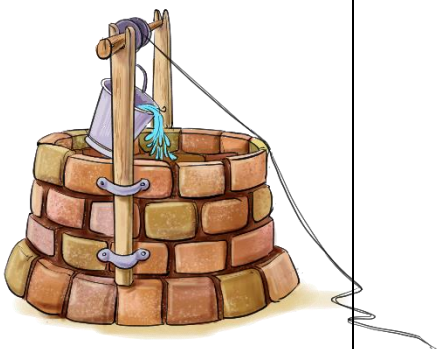
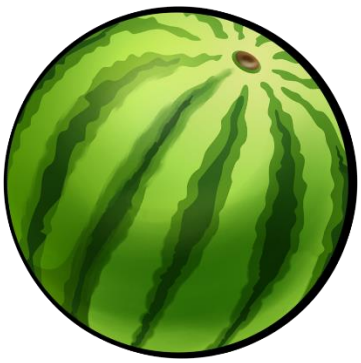
Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

V v	vase
van	veterinary
violin	vulture

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

W w	
	
 	

Class: Nursery **Subject:** English

Flash Pictures (For Day 5) (Take a print and cut it out and paste it on the chart)	
W w	watch
wall	water
well	wheel
watermelon	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Ww"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 18 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Ww" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: whale, wolf, window, Wania, Wazirastan

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is the taste of a watermelon? ➢ How does bucket come up with water from well?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**w**/, /**w**/, water - /**w**/, /**w**/, water Well full of water, Fetched by father.	30 Minutes

Watermelon is so sweet,
Lets have a yummy treat.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 59.
- Put your finger to the letter /w/ and then read.
- Help them remember the sound of the letter /w/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /w/ and say w *is for w-wall*.

Put your finger on the page and tell me where **'w'** is?	Put your finger on the page and tell where the **'watch'** is?
Put your finger on the page and tell where the **'wall'** is?	Put your finger on the page and tell where the **'watermelon'** is?
Put your finger on the page and tell where the **'water'** is?	Put your finger on the page and tell where the **'well'** is?
Put your finger on the page and tell where the **'wheel'** is?	

- Write the "Ww" on the whiteboard and say the letter name and voice.
- Repeat the letter "Ww" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Ww".
  - **For Example:** **/w/** wall, **/w/** watermelon, **/w/** watch, **/w/** water, **/w/** well, **/w/** wheel
- Ask the children to open page no. 55 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Ww" sound in the class, such as wall, watch, water, watermelon, well and wheel.
- Ask the students at a time to find an object or a picture which begin with the "Ww" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of wall, watch, water, watermelon, well and wheel in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 58-59.

Class: Nursery **Subject:** English

• Identify the images given on pg. no. 59 of the textbook. • Ask the students to solve the colouring activity 2 of the workbook page no. 55.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Ww"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 18 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Ww".
- recognise "Ww" sound and its vocabulary words listed in workbook.
- recognise capital "W" and small "w".
- draw curved lines using fine motor skills in preparation of writing letter "Ww".
- hold or grip a pencil in a correct way to form letter "Ww".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: whale, wolf, window, Wania, Wazirastan

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 55. ➢ Can you recognize the objects starting with the letter "Ww"? ➢ Do you eat watermelon? ➢ How many letters are given in watch? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Ww" • Explain that they are going to learn how to write the letter "Ww". • Point to "Ww" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /w/ … /w/ for watch! Yes, /w/ … /w/ for water! Yes, /w/ … /w/ for wall! Yes, /w/ … /w/ for wheel! Yes, /w/ … /w/ for well! Yes, /w/ … /w/ for watermelon! • Show the students how to write the lower case 'w' on the board. Sound out /w/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'W' on the board. Sound out /w/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "W" and small "w" on the whiteboard or paste flashcards of capital and small "Ww" on whiteboard. • Repeat the sound of letter "Ww" and its vocabulary. • Encourage the students to recognize the sound of letter "Ww" and find more words having this sound. • Instruct the students how to write capital "W". Starting from the top, go down make a slanting line then go up, come down and again go up and stop. While saying the instructions, drag your fingers on the alphabet "W". • Instruct the students how to write lower case "w" by using your finger and write with it on flashcard of letter "w". When writing, say the instructions like; starting from the top, go down in a slanting line, then go up, and then down and finally up and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "W". • Ask the students to complete the tracing activity on workbook page no. 56. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Ww' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 55-56 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Xx"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 18 **Day:** 3

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Xx".
- pronounce the words starting with the letter "Xx" correctly.
- identify the images which are starting with the letter "Xx".

Equipment & Material Required:

Audio Visual Aids (Letter "Xx" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: x-ray, box, fox, wax,

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Xx" Story: (Jumping Fox) Ahmed broke his knee. He got an x-ray. The doctor examined his x-ray. He will give him medicine. Ahmed will get well soon. Ahmed's younger sister was looking at an empty box surprisingly. All of sudden a fox jumped out of window. Ahmed and his sister got scared.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a box or box picture in the classroom. Ask some questions about it. ➢ What is it? ➢ What is a box used for? ➢ Where does the fox live?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Xx". • Show them the flash cards of the letter "x" and introduce its sound "ecks". • Explain them the initial sound in the name of 'box' is / x /. • Show them an 'box' flash card and instruct the children to say the name of the picture, i.e. 'box' and emphasize the first sound / x /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Xx' with proper impressions, showing the pictures given on pages 60, and 61 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /x/?	What Ahmed got at doctor's
Where was sister looking at?	What jumped out of window?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 60, 61" on the textbook,
- Show the children the name and sound of the letter 'Xx' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Xx' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Xx' on the textbook. Then turn your finger on 'Xx' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Xx /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Xx'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 60, 61.

- Identify the images given on pg. no. 61 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Xx"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 18 **Day:** 4

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Xx" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: axe, ox, axle, Alexander, Taxila

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What is an x-ray used for? ➢ Have you ever seen an x-ray?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**x**/, /**x**/, x-ray - /**x**/, /**x**/, x-ray Ahmed broke his knee. He need an x-ray.	30 Minutes

Class: Nursery **Subject:** English

The Girl brings a box,
But fox is on the way.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 61.
- Put your finger to the letter /x/ and then read.
- Help them remember the sound of the letter /x/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /x/ and say x *is for x- x-ray*.

Put your finger on the page and tell me where **'x'** is?	Put your finger on the page and tell where the **'x-ray'** is?
Put your finger on the page and tell where the **'box'** is?	Put your finger on the page and tell where the **'fox'** is?
Put your finger on the page and tell where the **'wax'** is?	

- Write the "Xx" on the whiteboard and say the letter name and voice.
- Repeat the letter "Xx" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Xx".
  - **For Example:** **/x/** x-ray, **/x/** box, **/x/** fox, **/x/** wax,
- Ask the children to open page no. 57 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Xx" sound in the class, such as x-ray, box, fox, wax.
- Ask the students at a time to find an object or a picture which begin with the "Xx" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of x-ray, box, fox, wax in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 60-61.

- Identify the images given on pg. no. 61 of the textbook.
- Ask the students to solve the colouring activity 2 of the workbook page no. 57.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Xx"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 18 **Day:** 5

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Xx".
- recognise "Xx" sound and its vocabulary words listed in workbook.
- recognise capital "X" and small "x".
- draw curved lines using fine motor skills in preparation of writing letter "Xx".
- hold or grip a pencil in a correct way to form letter "Xx".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: axe, ox, axle, Alexander, Taxila

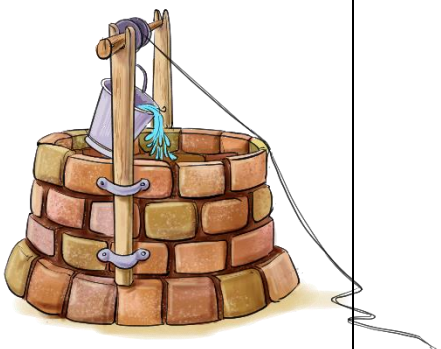
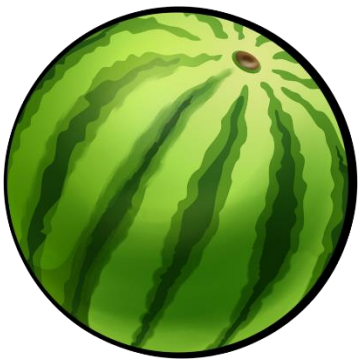
Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 57. ➢ Can you recognize the objects starting with the letter "Xx"? ➢ Do you see any box? ➢ How many letters are given in wax? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Xx" • Explain that they are going to learn how to write the letter "Xx". • Point to "Xx" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /x/ … /x/ for x-ray! Yes, /x/ … /x/ for box! Yes, /x/ … /x/ for fox! Yes, /x/ … /x/ for wax! • Show the students how to write the lower case 'x' on the board. Sound out /x/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you.	30 Minutes

Class: Nursery **Subject:** English

• Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'X' on the board. Sound out /x/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "X" and small "x" on the whiteboard or paste flashcards of capital and small "Xx" on whiteboard. • Repeat the sound of letter "Xx" and its vocabulary. • Encourage the students to recognize the sound of letter "Xx" and find more words having this sound. • Instruct the students how to write capital "X". Starting from the left top, make a slanting line to the end and stop. Starting from the right top, make a slanting line to the end and stop. You could use simple instructions like; "X" is like a cross. While saying the instructions, drag your fingers on the alphabet "X". • Instruct the students how to write lower case "x" by using your finger and write with it on flashcard of letter "x". When writing, say the instructions like; starting from the top, go down make a slanting line and stop. Starting from other side, go down make a slanting line like a cross and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "X". • Ask the students to complete the tracing activity on workbook page no. 58. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Xx' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 57-58 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Flash Pictures (For Day 2)

(Take a print and cut it out and paste it on the chart)

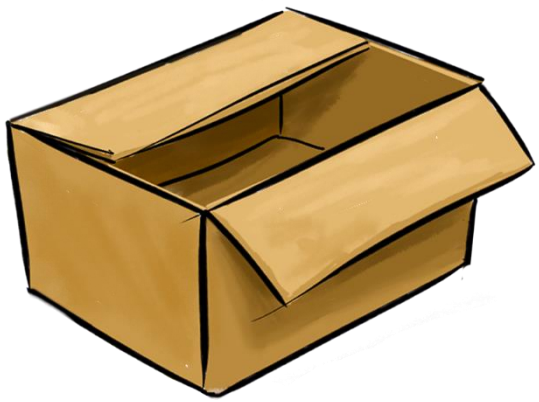
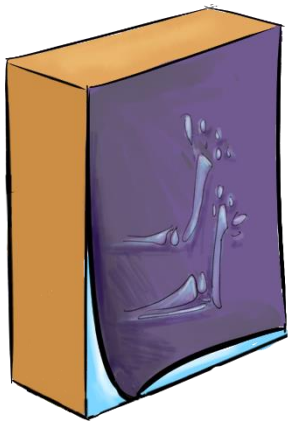
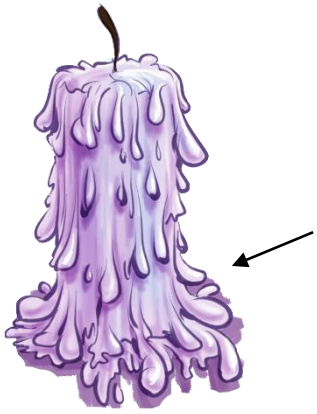
W w	
	
 	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2) (Take a print and cut it out and paste it on the chart)	
W w	watch
wall	water
well	wheel
watermelon	

Flash Pictures (For Day 3 & Day 4)

(Take a print and cut it out and paste it on the chart)

X x	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 3 & Day 4)

(Take a print and cut it out and paste it on the chart)

X x	box
x-ray	wax
fox	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Vv, Ww, Xx"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 19 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Vv, Ww, Xx".
- revise "Vv, Ww, Xx" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "V, W, X"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: van, vegetable, vase, veterinary, violin, vulture, wall, watch, water, watermelon, well, wheel, x-ray, box, fox, wax

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ What do we put in the vase? ➢ What is the taste of a watermelon? ➢ What is an x-ray used for?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem?	30 Minutes

Class: Nursery **Subject:** English

- While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 56 to 61 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /v/ and say *v is for v-v-an*.

Put your finger on the page and tell me where **'v, w, x'** is?	Put your finger on the page and tell where the **'vegetable'** is?
Put your finger on the page and tell where the **'wall'** is?	Put your finger on the page and tell where the **'watermelon'** is?
Put your finger on the page and tell where the **'x-ray'** is?	Put your finger on the page and tell where the **'fox'** is?

- Repeat the letters "Vv, Ww, Xx" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Vv, Ww, Xx".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'V, W, X' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Vv, Ww, Xx" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Vv, Ww, Xx" sounds.
- Show the pictures of vase, veterinary, violin, vulture, watch, water, well, wheel, box, wax in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 56 to 61.

- Identify the images given on pg. no. 56 to 61 of the textbook.
- Practise the letters "Vv, Ww, Xx" as written activity.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Yy"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 19 **Day:** 2

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Yy".
- pronounce the words starting with the letter "Yy" correctly.
- identify the images which are starting with the letter "Yy".

Equipment & Material Required:

Audio Visual Aids (Letter "Yy" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: yak, yo-yo, yolk, yogurt, yacht

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Yy" Story: (Yasin's Yacht)	**Time**
Yasin came to a beech for a picnic. He pegged a tent and had a breakfast with yogurt and egg yolk. While having breakfast he forgot to anchor his yacht. Yasir rushed into his tent and told him "Your yacht is sailing away." Meanwhile Yusra, his sister, was busy playing with her yo-yo. A yak was smiling see her playing.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a yo-yo or yo-yo picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Who has a yo-yo? ➢ Have you ever seen yak?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Yy". • Show them the flash cards of the letter "a" and introduce its sound "wye". • Explain them the initial sound in the name of 'yacht' is / y /.	30 Minutes

Class: Nursery **Subject:** English

- Show them an 'yacht' flash card and instruct the children to say the name of the picture, i.e., 'yacht' and emphasize the first sound / y /.
- Tell the story of 'Yy' with proper impressions, showing the pictures given on pages 62, and 63 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /y/?	Who comes at beach?
What was Yasin having in breakfast?	Who was playing with yo-yo?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 62, 63" on the textbook,
- Show the children the name and sound of the letter 'Yy' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Yy' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Yy' on the textbook. Then turn your finger on 'Yy' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Yy /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Yy'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 62, 63.

- Identify the images given on pg. no. 63 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Yy"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 19 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:
Audio Visual Aids (Letter "Yy" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Yacht, yarn, yellow, Yasin, Yousafwala

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How a yacht does sails in water? ➢ Have you ever ridden on a yacht? ➢ Do you like to eat yogurt?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**y**/, /**y**/, yogurt- /y/, /y/, yogurt Yummy, Yummy yogurt.	30 Minutes

O yak, will you eat?
With yo-yo, I will play.
And move it far away.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 63.
- Put your finger to the letter /y/ and then read.
- Help them remember the sound of the letter /y/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /y/ and say y *is for y- y-yolk.*

Put your finger on the page and tell me where **'y'** is?	Put your finger on the page and tell where the **'yolk'** is?
Put your finger on the page and tell where the **'yak'** is?	Put your finger on the page and tell where the **'yo-yo'** is?
Put your finger on the page and tell where the **'yogurt'** is?	Put your finger on the page and tell where the **'yacht'** is?

- Write the "Yy" on the whiteboard and say the letter name and voice.
- Repeat the letter "Yy" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Yy".
  - **For Example:** **/y/** yak, **/y/** yo-yo, **/y/** yolk, **/y/** yogrt, **/y/** yacht,
- Ask the children to open page no. 59 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Yy" sound in the class, such as yak, yo-yo, yolk, yogurt and yacht.
- Ask the students at a time to find an object or a picture which begin with the "Yy" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of yak, yo-yo, yolk, yogurt and yacht in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 62-63.

- Identify the images given on pg. no. 63 of the textbook.

Class: Nursery **Subject:** English

• Ask the students to solve the colouring activity 2 of the workbook page no. 59.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Yy"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 19 **Day:** 4

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Yy".
- recognise "Yy" sound and its vocabulary words listed in workbook.
- recognise capital "Y" and small "y".
- draw curved lines using fine motor skills in preparation of writing letter "Yy".
- hold or grip a pencil in a correct way to form letter "Yy".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: Yacht, yarn, yellow, Yasin, Yousafwala

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 59. ➢ Can you recognize the objects starting with the letter "Yy"? ➢ Do you play with yo-yo? ➢ How many letters are given in yolk? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Yy" • Explain that they are going to learn how to write the letter "Yy". • Point to "Yy" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /y/ … /y/ for yolk! Yes, /y/ … /y/ for yak! Yes, /y/ … /y/ for yo-yo! Yes, /y/ … /y/ for yogurt! Yes, /y/ … /y/ for yacht! • Show the students how to write the lower case 'y' on the board. Sound out /y/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'Y' on the board. Sound out /y/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "Y" and small "y" on the whiteboard or paste flashcards of capital and small "Yy" on whiteboard. • Repeat the sound of letter "Yy" and its vocabulary. • Encourage the students to recognize the sound of letter "Yy" and find more words having this sound. • Instruct the students how to write capital "Y". Starting from the top, go down to make a slanting line to the right. Starting from top go down to make another slanting line to the left. Now, make one more line to the bottom. While saying the instructions, drag your fingers on the alphabet "Y". • Instruct the students how to write lower case "y" by using your finger and write with it on flashcard of letter "y". When writing, say the instructions like; starting from the top, go down and make a small "u" and then go down in a standing line and turn the pencil little towards left. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "Y". • Ask the students to complete the tracing activity on workbook page no. 60. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Yy' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 59-60 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the letter **"Zz"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 19 **Day:** 5

Students' Learning Objectives:

By the end of the session, the students will be able to:

- answer the questions by listening the story carefully.
- recognize the name, sound and graphical representation of the letter "Zz".
- pronounce the words starting with the letter "Zz" correctly.
- identify the images which are starting with the letter "Zz".

Equipment & Material Required:

Audio Visual Aids (Letter "Zz" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: zebra, zero, zigzag, zip, zoo

Suggested Teaching Methodologies:

☐ Lecture ☐ Direct Method ☐ Demonstration

Letter "Zz" Story: (Visiting a Zoo) Zoya and Zareen love to go to the zoo. They enjoy a lot in the zoo. Zebra is Zareen's favourite animal. Zoya likes lion. They keep the zoo clean and do no tease animals by throwing anything in their cage. Everyone has fun and a party in the zoo.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a zebra picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen a zebra? ➢ What kind of signs are there on a zebra?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to start learning English alphabet. • Explain them that we are going to read the first letter "Zz". • Show them the flash cards of the letter "z" and introduce its sound "zed". • Explain them the initial sound in the name of 'Zip' is / z /. • Show them a 'zip' flash card and instruct the children to say the name of the picture, i.e., 'zip' and emphasize the first sound / z /.	30 Minutes

Class: Nursery **Subject:** English

- Tell the story of 'Zz' with proper impressions, showing the pictures given on pages 64, and 65 of the textbook.
- Ask them different questions for brainstorming, e.g. "What characters are shown in this picture?", "What kind of gestures are shown in this picture?", "What did they get from the picture?" (imagination).
- Appreciate the students' participation and encourage their answers.
- Tell them that today they are going to read and watch a story.
- Play the CD and ask the students to watch the story.
- After telling the story, ask them some questions:

What other things start with /z/?	Where does Zoya & Zareen love to go?
Which is Zareen's favourite animal?	Zoya like which animal?

- Without telling them the moral of the story, ask the students "What did they get from the story?"
- Ask them to describe the story in their own words (summarizing).
- Appreciate their participation.
- Now, tell them the story by using TPI (Total Personal Interaction) method.
- For telling a story you must use your body language, have expression in your voice with varying volume and stress.
- Use your prepared flash cards in story telling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the "page no. 64, 65" on the textbook,
- Show the children the name and sound of the letter 'Zz' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'Zz' first, then ask the children.
- Instruct the children to look carefully at the pages of 'Zz' on the textbook. Then turn your finger on 'Zz' five to seven times.
- Read the story given at the bottom of the page and ask the children the words that come in it, the opening sound is / Zz /.

Assessment: 5 Minutes

To assess the students, ask them some questions, i.e.:

- What is the name and sound of the letter you have read just now?
- How we pronounce the letter 'Zz'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 64, 65.

- Identify the images given on pg. no. 65 of the textbook.

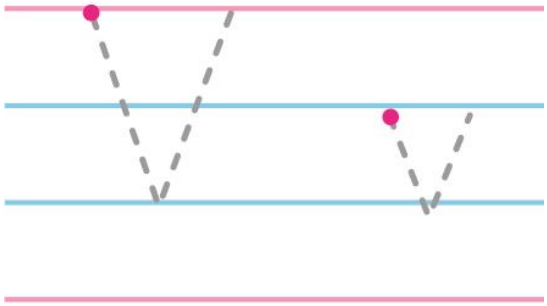
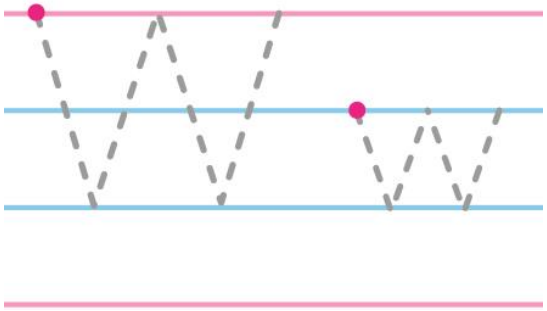
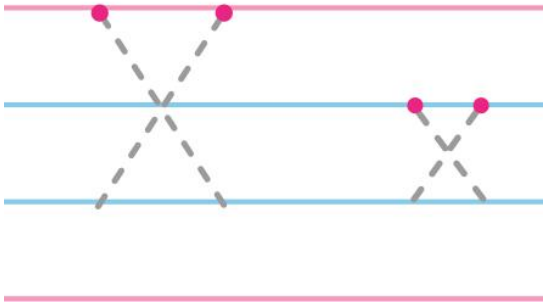
Evaluation of Learning:

Evaluation of Teaching:

Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 1)

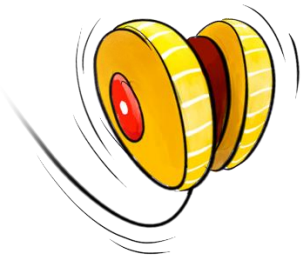
(Take a print and ask the students to trace the given letters.)

V v	
W w	
X x	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

(Take a print and cut it out and paste it on the chart)

Y y	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 2 & Day 3)

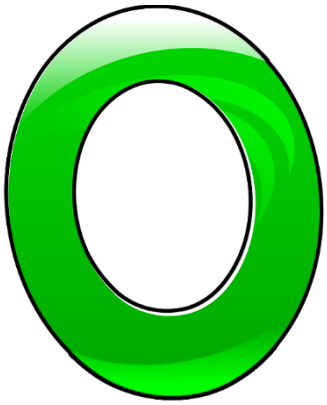
(Take a print and cut it out and paste it on the chart)

Y y	yacht
yo-yo	yolk
yak	yogurt

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

Z z	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 5)

(Take a print and cut it out and paste it on the chart)

Z z	zip
zero	zebra
zigzag	zoo

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"Zz"**

Period (s) / Time: 1 / 40 min **Term:** 3rd

Week: 20 **Day:** 1

Students' Learning Objectives:

By the end of the session, the students will be able to:

- learn the poem orally.
- demonstrate the poem with actions.
- enhance their listening, speaking and imagination skills.

Equipment & Material Required:

Audio Visual Aids (Letter "Zz" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: zoom, Zara, Zafarwal

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ Why animals are kept in a zoo? ➢ Open and close a zip and see how it works? ➢ Can you draw a zigzag line on paper?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to learn a poem. **Demonstration:** • Teach the rhyme in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Play the CD and ask the students to listen this rhyme. • After listening the audio visual aids, read the rhyme with intonation and stress. **Rhyme:** /**z**/, /**z**/, zebra- /**z**/, /**z**/, zebra Zebra in the zoo,	30 Minutes

Class: Nursery **Subject:** English

Gives me exciting view.
Giraffe hits the wall,
With his big shoe.

- While reciting the rhyme you must use your body language, have expressions in your voice with varying volume and stress.
- Ask the students to repeat the rhyme after you with intonation.
- Repeat the rhyme at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhyme with intonation and physical expressions.
- Encourage their participation in natural environment.

Practice Activities:

- After that ask the students to open the textbook on page no. 65.
- Put your finger to the letter /z/ and then read.
- Help them remember the sound of the letter /z/ by using the picture as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example, say:** student puts his finger on letter /z/ and say z *is for* z- z- z*ebra*.

Put your finger on the page and tell me where **'z'** is?	Put your finger on the page and tell where the **'zero'** is?
Put your finger on the page and tell where the **'zigzag'** is?	Put your finger on the page and tell where the **'zip'** is?
Put your finger on the page and tell where the **'zebra'** is?	Put your finger on the page and tell where the **'zoo'** is?

- Write the "Zz" on the whiteboard and say the letter name and voice.
- Repeat the letter "Zz" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "Zz".
  - **For Example:** **/z/** zebra, **/z/** zero, **/z/** zip, **/z/** zigzag, **/z/** zoo
- Ask the children to open page no. 61 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Zz" sound in the class, such as zebra, zero, zigzag, zip and zoo.
- Ask the students at a time to find an object or a picture which begin with the "Zz" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of zebra, zero, zigzag, zip and zoo in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letter and objects on the textbook pg. no 64-65.

- Identify the images given on pg. no. 65 of the textbook.
- Ask the students to solve the find and circle activity 2 of the workbook page no. 61.

Class: Nursery **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): The Structure and Writing of the Letter **"Zz"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 20 **Day:** 2

Students' Learning Objectives:
By the end of the session, the students will be able to:

- read, trace and write capital and small "Zz".
- recognise "Zz" sound and its vocabulary words listed in workbook.
- recognise capital "Z" and small "z".
- draw curved lines using fine motor skills in preparation of writing letter "Zz".
- hold or grip a pencil in a correct way to form letter "Zz".

Equipment & Material Required:
Workbook, Alphabet Charts, Whiteboard, Board Marker, Duster, Sand Tray

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: zoom, Zara, Zafarwal

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from workbook pg. no. 61. ➢ Can you recognize the objects starting with the letter "Zz"? ➢ Have you ever visited a zoo? ➢ How many letters are given in zebra? ➢ Can you recognize those letters?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write letter "Zz" • Explain that they are going to learn how to write the letter "Zz". • Point to "Zz" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /z/ … /z/ for zebra! Yes, /z/ … /z/ for zero! Yes, /z/ … /z/ for zip! Yes, /z/ … /z/ for zigzag! Yes, /z/ … /z/ for zoo! • Show the students how to write the lower case 'z' on the board. Sound out /z/ as you write it.	30 Minutes

Class: Nursery **Subject:** English

• Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence. • Show the students how to write the upper case 'Z' on the board. Sound out /z/ as you write it. • Show the students how to draw the shape in the air with a finger, repeating the sound along with you. • Tell them that letters can change their forms but their sounds remain the same. • Write capital "Z" and small "z" on the whiteboard or paste flashcards of capital and small "Zz" on whiteboard. • Repeat the sound of letter "Zz" and its vocabulary. • Encourage the students to recognize the sound of letter "Zz" and find more words having this sound. • Instruct the students how to write capital "Z". Starting from the top, make a sleeping line then go down to make a slanting line and again make a sleeping line to the right. While saying the instructions, drag your fingers on the alphabet "Z". • Instruct the students how to write lower case "z" by using your finger and write with it on flashcard of letter "z". When writing, say the instructions like; starting from the top, make a sleeping line then a slanting line and again make a sleeping line and stop. • Ask the students to practise this by writing in the air, or on the back of other students, or on table or floor. **Practice Activities:** • Give the students writing boards and markers or loose sheets and pencils for writing practice. • Give them flash cards and ask them to pick the flash cards having capital "Z". • Ask the students to complete the tracing activity on workbook page no. 62. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'Zz' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 61-62 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Nursery **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"Yy, Zz"**
Period (s) / Time: 1 / 40 min **Term:** 3rd
Week: 20 **Day:** 3

Students' Learning Objectives:
By the end of the session, the students will be able to:

- revise the poems with actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of capital and small "Yy, Zz".
- revise "Yy, Zz" sound and their vocabulary words listed in workbook.

Equipment & Material Required:
Audio Visual Aids (Letter "Y, Z"), Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:
Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:
Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: yak, yo-yo, yolk, yogurt, yacht, zebra, zero, zigzag, zip, zoo

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the students, i.e.: ➢ How a yacht does sails in water? ➢ Have you ever seen a zebra? ➢ Can you draw a zigzag line on paper?	5 Minutes
Development **Practice Activities:** • Paste the flash cards of the poems on the whiteboard. • Tell the students that they are going to revise the previous lessons. • Revise the rhymes in three simple steps: ➢ **hearing rhyme** (the child grows accustomed to hearing and repeating rhyme), ➢ **recognizing rhyme** (the child can identify two words that rhyme), ➢ **producing rhyme** (a child can think of a word that rhymes with another). • Encourage their participation. • Ask the children which of the poems they have read so far, has they liked the most? • Play their favourite poem CD. After each poem, ask which letter is this poem? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Nursery **Subject:** English

- Ask the students to repeat the rhymes after you with intonation.
- Repeat the rhymes at least 4-5 times orally and via visual aids.
- Call the students in pairs or groups to come forward and read the rhymes with intonation and physical expressions.
- Ask for the name and sound of the letters. Also ask for the names of the things that start with the letters.
- Then open the English textbook, pg. no. 62 to 65 and read each letter turn by turn.
- Encourage their participation in natural environment.
- Put your finger to the letters and then read.
- Help them remember the sound of the letters by using the pictures as a prompt.
- Ask the students to point the relevant object and say the name of the object aloud.
- **For example say:** student puts his finger on letter /y/ and say *y is for y-y-ak.*

Put your finger on the page and tell me where **'y, z'** is?	Put your finger on the page and tell where the **'yo-yo'** is?
Put your finger on the page and tell where the **'yacht'** is?	Put your finger on the page and tell where the **'zebra'** is?
Put your finger on the page and tell where the **'zigzag'** is?	Put your finger on the page and tell where the **'zip'** is?

- Repeat the letters "Yy, Zz" and their voice at least 4-5 times and then tell more vocabulary starting with the letters "Yy, Zz".
- Show the students how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the students that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- Show the students how to write the upper case 'Y, Z' on the board.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "Yy, Zz" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "Yy, Zz" sounds.
- Show the pictures of yak, yo-yo, yolk, yogurt, yacht, zebra, zero, zigzag, zip, zoo in front of the students for testing.
  - Ask the names of the pictures.
  - Ask their opening sound.

Homework:

Ask the students to look carefully at the letters and objects on the textbook pg. no. 62 to 65.

- Identify the images given on pg. no. 62 to 65 of the textbook.
- Practise the letters "Yy, Zz" as written activity.

Evaluation of Learning:

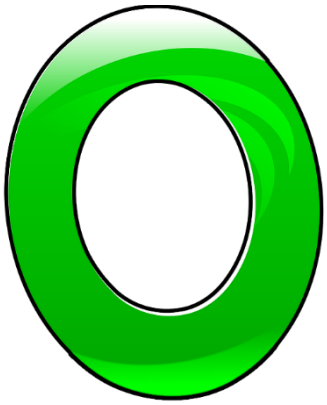
Evaluation of Teaching:

Class: Nursery

Subject: English

Flash Pictures (For Day 1)

(Take a print and cut it out and paste it on the chart)

Z z	
	
	

Class: Nursery **Subject:** English

Flash Pictures (For Day 1)

(Take a print and cut it out and paste it on the chart)

Z z	zip
zero	zebra
zigzag	zoo

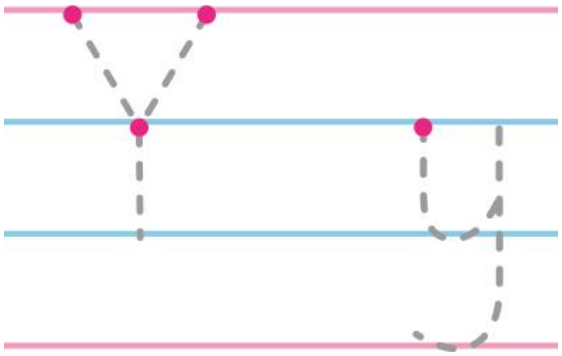
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Class: Nursery **Subject:** English

Tracing Sheet for Practice (Day 3)

(Take a print and ask the students to trace the given letters.)

Y y	
Z z	