Teacher Resource

Aquiline

I Can Read English

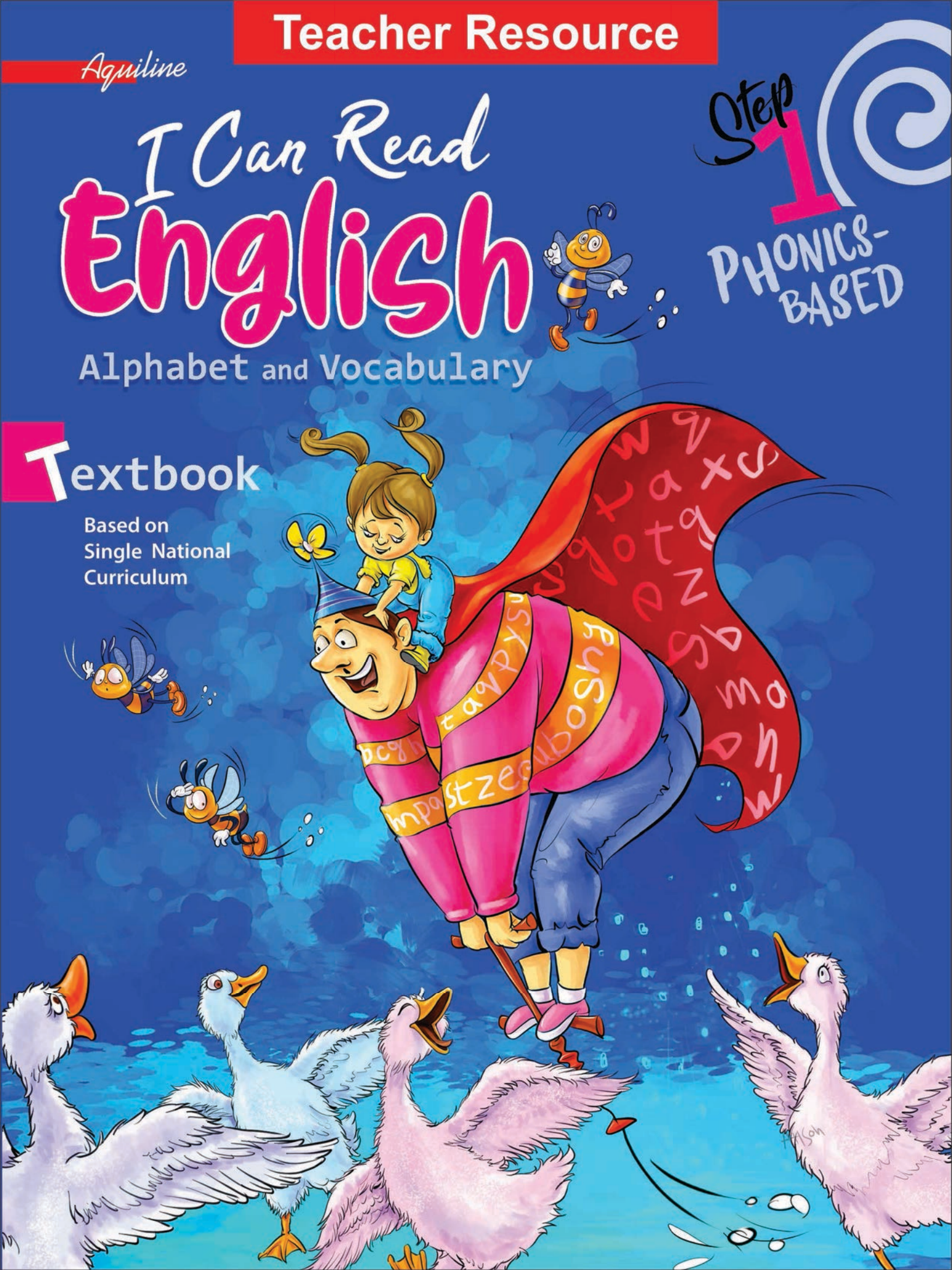
Step 1

PHONICS-BASED

Alphabet and Vocabulary

Textbook

Based on
Single National
Curriculum



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Publishers, Printers & Booksellers

Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"a"**

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 "a".
- pronounce the words starting with the letter "a" correctly.
- identify the images which are starting with the letter "a".

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, alligator

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "a" Story: **Amazing Ants:** Dear children! Aliza saw an apple tree. It was full of juicy apples. But she could not pick any of the apples from the tree. "I like apples", she said. Many ants came to help Aliza. They all climbed up the tree and picked apples for Aliza. A big alligator, nearby, smiled. Aliza ate apples and said "thank you" to the 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? ➢ What is the colour of the apple?	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 "a". • Show them the flash cards of the letter "a" and introduce its sound "ay". • Explain them the initial sound in the name of 'ant' is / a /. • Show them an 'ant' flash card and instruct the children to say the name of the picture, i.e. 'ant' and emphasize the first sound / a /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of ‘a’ 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 Aliza?	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” on the textbook,
- Show the children the name and sound of the letter ‘a’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘a’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘a’ on the textbook. Then turn your finger on ‘a’ 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 / a /.

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?
- Name any two objects starting with the letter “a”.

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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"a"**
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: axe, arrow, apricot

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? ➢ Did you ever drink apple juice?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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 Sweet, sweet apple,	30 Minutes

on a tree.
One fell down,
just for me.

- 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?

- Write the "a" on the whiteboard and say the letter name and voice.
- Repeat the letter "a" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "a".
  - **For Example:** **/a/** apple, **/a/** Ant, **/a/** Alligator
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 5.
- 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 "a" sound in the class, such as apple, ant and alligator, arrow and axe.
- Ask the students at a time to find an object or a picture which begin with the "a" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of apple, ant and alligator, arrow and axe 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.

Class: Playgroup **Subject:** English

• Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 6.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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 the letter "a".
- recognise "a" sound and its vocabulary words listed in workbook.
- draw curved lines using fine motor skills in preparation of writing letter "a".
- hold or grip a pencil in a correct way to form letter "a".

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: apple, ant, alligator, axe, arrow, apricot

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 5. ➢ Can you recognize the objects starting with the letter "a"? ➢ Which is bigger, ant or alligator ➢ How many letters are given in the ant?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "a" • Explain that they are going to learn how to write the letter "a". • Point to "a" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /a/ … /a/ for ant! Yes, /a/ … /a/ for apple! Yes, /a/ … /a/ for alligator! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "a" on the whiteboard or paste flashcards of the letter "a" on whiteboard. • Repeat the sound of letter "a" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognise the sound of letter "a" and find more words having this sound. • Instruct the students how to write the letter "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. **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 the letter "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 'a' 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"b"**

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 "b".
- pronounce the words starting with the letter "b" correctly.
- identify the images which are starting with the letter "b".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: ball, bird, balloon

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "b" Story: **Baby and Balloon:** Dear children! Babar is a good boy. He takes care of his baby brother very much. Once, the baby cried aloud. Babar shared his big ball with the baby. "I like ball", the baby shouted with joy. A blue bird also came for help. The bird brought a shiny balloon for the baby.	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a balloon in the classroom. Ask some questions about it. ➢ What is it? ➢ What is the colour of the balloon? ➢ Do you like to play with balloon?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the second letter "b". • 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 /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of ‘b’ with proper impressions, showing the pictures given on pages 6, 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/?	What is the shape of ball?
Who cried loudly?	What did the bird bring for baby?

- 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. 7” on the textbook,
- Show the children the name and sound of the letter ‘b’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘b’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘b’ on the textbook. Then turn your finger on ‘b’ 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 / b /.

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 ‘b’?

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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"b"**
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 "b" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

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

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

Vocabulary: bat, box, baby, blue

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? ➢ Do you like to play with a ball? ➢ How many balls do you have in your home?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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**/, baby - /**b**/, /**b**/, baby Take this ball and play!	30 Minutes

Ha, ha, ha, hey, hey, hey,
Or do you like a balloon?
We'll play very soon.

- 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-b-all*.

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

- Write the "b" on the whiteboard and say the letter name and voice.
- Repeat the letter "b" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "b".
  - **For Example:** **/b/** ball, **/b/** bird, **/b/** balloon
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 7.
- 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 "b" sound in the class, such as ball, bird, balloon, bat, box, baby and blue.
- Ask the students at a time to find an object or a picture which begin with the "b" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of ball, bird, balloon, bat, box, baby and blue 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.

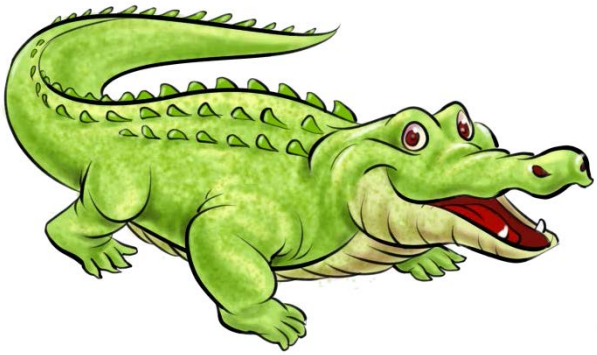
Class: Playgroup **Subject:** English

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

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

a	
	

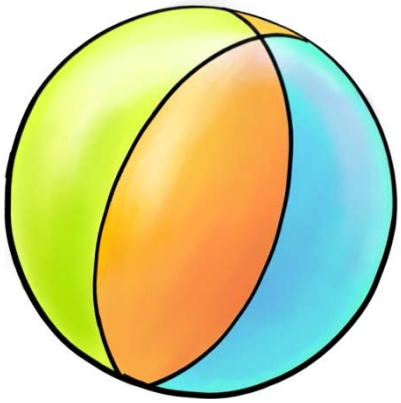
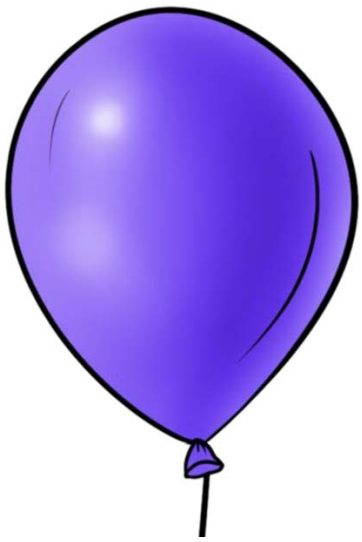
Class: Playgroup **Subject:** English

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

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

b	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

bird	ball
balloon	box
bat	baby

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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 the letter "b".
- recognise "b" sound and its vocabulary words listed in workbook.
- draw curved lines using fine motor skills in preparation of writing letter "b".
- hold or grip a pencil in a correct way to form letter "b".

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: ball, bird, balloon, bat, box, baby, blue

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 7. ➢ Can you recognize the objects starting with the letter "b"? ➢ What is the shape of ball? ➢ What does a bird use to fly?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "b" • Explain that they are going to learn how to write the letter "b". • Point to "b" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /b/ … /b/ for ball! Yes, /b/ … /b/ for bird! Yes, /b/ … /b/ for balloon! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "b" on the whiteboard or paste flashcards of the letter "b" on whiteboard. • Repeat the sound of letter "b" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "b" and find more words having this sound. • Instruct the students how to write the letter "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. **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 the letter "b". • Ask the students to complete the tracing activity on workbook pg. 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 'b' words? ➢ Name any two object that start with letter "b".	5 Minutes
Homework: Assign the students pg. no. 8-9 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"c"**

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 "c".
- pronounce the words starting with the letter "c" correctly.
- identify the images which are starting with the letter "c".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cat, car, cap

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "c" Story: **Crazy Cat:** Dear children! Coco loves driving. One day, he was driving his classic car on the road. Suddenly, a cat came in front of his car. "Oh, a cat", he cried and stopped the car immediately. His cap flew away but he saved the cat's life.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a cap in the classroom. Ask some questions about it. ➢ What is it? ➢ What is the colour of the cap? ➢ Have you ever worn a cap?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the third letter "c". • Show them the flash cards of the letter "c" and introduce its sound "see". • Explain them the initial sound in the name of 'cat' is / c /. • Show them a 'cat' flash card and instruct the children to say the name of the picture, i.e. 'cat' and emphasize the first sound / c /. • Tell the story of 'c' with proper impressions, showing the pictures given on pages 8, and	30 Minutes

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: • 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. 9" on the textbook, • Show the children the name and sound of the letter 'c' by using the flash cards. • In the vocabulary of the story, mark the sound of 'c' first, then ask the children. • Instruct the children to look carefully at the pages of 'c' on the textbook. Then turn your finger on 'c' 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 / c /.	

What other things start with /c/?	What is the voice of cat?
Who loves driving?	What did the bird bring for baby?

Assessment: 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 'c'?	5 Minutes
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: Playgroup **Subject:** English

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

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 "c" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: cake, cow, cup, clock

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 ride in a car? ➢ Do you have any car toy?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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 Stop your car! Let me pass.	30 Minutes

I am on my way,
apply brakes and stay.

- 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 /c/ 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?

- Write the "c" on the whiteboard and say the letter name and voice.
- Repeat the letter "c" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "c".
  - **For Example:** **/c/** cat, **/c/** cap, **/c/** car
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 9.
- 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 "c" sound in the class, such as cat, car, cap, cake, cow, cup and clock.
- Ask the students at a time to find an object or a picture which begin with the "c" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of cat, car, cap, cake, cow, cup and clock 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.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

Class: Playgroup **Subject:** English

page no. 10.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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 the letter "c".
- recognise "c" sound and its vocabulary words listed in workbook.
- draw curved lines using fine motor skills in preparation of writing letter "c".
- hold or grip a pencil in a correct way to form letter "c".

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: cat, car, cap, cake, cow, cup and clock

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 9. ➢ Can you recognize the objects starting with the letter "c"? ➢ How many wheels a car has? ➢ What is the difference between in a car and a cycle?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write letter "c" • Explain that they are going to learn how to write the letter "c". • Point to "c" 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! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "c" on the whiteboard or paste flashcards of the letter "c" on whiteboard. • Repeat the sound of letter "c" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "c" and find more words having this sound. • Instruct the students how to write the letter "c" by using your finger and write with it on flashcard the 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 the letter "c". • Ask the students to complete the tracing activity on workbook pg. no.11. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ How many letter in a word "cat"? ➢ Are the children able to form the letters correctly? ➢ Do they recognize the initial 'c' words?	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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"a, b, c"**

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 proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "a, b, c".
- revise "a, b, c" 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, alligator, ball, bird, balloon, cat, cap, car

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 the apple? ➢ What is the shape of the ball? ➢ Have you ever worn a cap?	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: Playgroup **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 pages 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 **'bird'** is?
Put your finger on the page and tell where the **'car'** is?	Put your finger on the page and tell where the **'cat'** is?

- Repeat the letters "a, b, c" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "a, b, c".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'a, b, c' on the board.
- Help the students to solve the given Review-1 activities pg. no. 12 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "a, b, c" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "a, b, c" sounds.
- Show the pictures of ant, apple, alligator, ball, bird, balloon, cat, cap, car 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 all the activities given on pg. no. 6-12 of the workbook.
- Practise the letters "a, b, c" as written activity.

Evaluation of Learning:

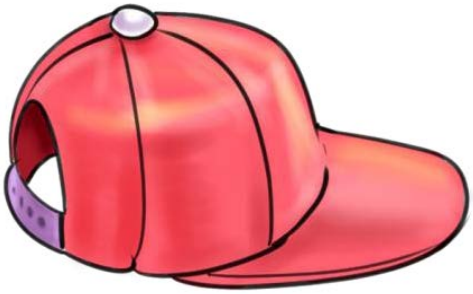
Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

C	
	

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

Tracing Sheet for Practice (Day 5) (Take a print and ask the students to trace the given letters.)

Class: Playgroup **Subject:** English

a	tracing letter
b	tracing letter
c	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"d"**

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 "d".
- pronounce the words starting with the letter "d" correctly.
- identify the images which are starting with the letter "d".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: dog, duck, drum

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "d" Story: **Dancing Ducks:** Dear children! Ahmed is very happy today. He is playing a drum (drum, drum, drum). His dog and ducks are also dancing. Ahmed sings, "I play drum, /d/, /d/ drum". They are all enjoying together.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a duck or duck picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you have a duck toy? ➢ Have you ever seen a duck?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the fourth letter "d". • 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: Playgroup **Subject:** English

- Tell the story of ‘d’ 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 is the sound of /d/?	What is the voice of a duck?
What was Ahmed playing?	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 storytelling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 11” on the textbook,
- Show the children the name and sound of the letter ‘d’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘d’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘d’ on the textbook. Then turn your finger on ‘d’ 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 / d /.

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 ‘d’?

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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"d"**
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 "d" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

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

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

Vocabulary: doll, deer, dome

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 drum? ➢ What were the duck and dog doing? ➢ How does a duck speak?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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**/, drum - /**d**/, /**d**/, drum A drum has a drake,	30 Minutes

the duck says, "Quack, Quack",
The dog and ducks dance,
When they have a chance.

- 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. 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*-d-og.

Put your finger on the page and tell me where **'d'** is?	Put your finger on the page and tell where the **'dog'** 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 "d" on the whiteboard and say the letter name and voice.
- Repeat the letter "d" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "d".
  - **For Example:** **/d/** dog, **/d/** duck, **/d/** drum
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 11.
- Ask the children to open page no. 14 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "d" sound in the class, such as dog, duck, drum, doll, deer and dome.
- Ask the students at a time to find an object or a picture which begin with the "d" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of dog, duck, drum, doll and deer 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 tracing and colouring activity 2 of the workbook given on

page no. 14.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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 the letter "d".
- recognise "d" sound and its vocabulary words listed in workbook.
- draw curved lines using fine motor skills in preparation of writing letter "d".
- hold or grip a pencil in a correct way to form letter "d".

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: dog, duck, drum, doll, deer, dome

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 11. ➢ Can you recognize the objects starting with the letter "d"? ➢ What is the sound of a drum? ➢ What is noise pollution?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "d" • Explain that they are going to learn how to write the letter "d". • Point to "d" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, /d/ … /d/ for dog! 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "d" on the whiteboard or paste flashcards of the letter "d" on whiteboard. • Repeat the sound of letter "d" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "d" and find more words having this sound. • Instruct the students how to write the letter "d" by using your finger and write with it on flashcard the 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. **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 the letter "d". • Ask the students to complete the tracing activity on workbook pg. no.15. • 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 'd' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 14-15 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"e"**

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:

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

Equipment & Material Required:

Audio Visual Aids (Letter "e" 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, engine

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "e" Story: **Saving an Egg:** Dear children! Ehsan is a brave and kind boy. Once, he saw an egg dropping down from the nest. He and his friend, a baby elephant, saved it. Both worked together and put it back in the nest carefully. An engine stopped in the way. The engine said, "WOW! They saved an egg".	
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? ➢ Which animal has a trunk?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the fifth letter "e". • Show them the flash cards of the letter "e" and introduce its sound "ee". • Explain them the initial sound in the name of 'egg' is / e /. • Show them a 'egg' flash card and instruct the children to say the name of the picture, i.e.	30 Minutes

Class: Playgroup **Subject:** English

‘egg’ and emphasize the first sound / e /. • Tell the story of ‘e’ with proper impressions, showing the pictures given on pages 12, and 13 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 is the sound of **/e/**? | What was dropping from the nest? Who was friend of Ehsan? | What stopped in the way? • 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. 13” on the textbook, • Show the children the name and sound of the letter ‘e’ by using the flash cards. • In the vocabulary of the story, mark the sound of ‘e’ first, then ask the children. • Instruct the children to look carefully at the pages of ‘e’ on the textbook. Then turn your finger on ‘e’ 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 / e /.	
Assessment: 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 ‘e’?	5 Minutes
Homework: Ask the students to look carefully at the letter and objects given on the textbook, pg. no 12, 13. • Identify the images given on pg. no. 13 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: envelope, edge, elevator

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 ridden an elephant? ➢ Do you ever see any kind of engine?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, engine - **/e/**, **/e/**, engine The engine comes and smiles, chhick, chhick, many miles.	30 Minutes

Class: Playgroup **Subject:** English

Elephant is the best,
To put egg in the nest.

- 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. 13.
- 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*-e-gg.

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 **'engine'** is?

- Write the "e" on the whiteboard and say the letter name and voice.
- Repeat the letter "e" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "e".
  - **For Example:** **/e/** egg, **/e/** elephant, **/e/** engine
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 13.
- Ask the children to open page no. 16 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "e" sound in the class, such as egg, elephant, engine, envelope, edge and elevator.
- Ask the students at a time to find an object or a picture which begin with the "e" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of egg, elephant, engine, envelope, edge and elevator 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 12-13.

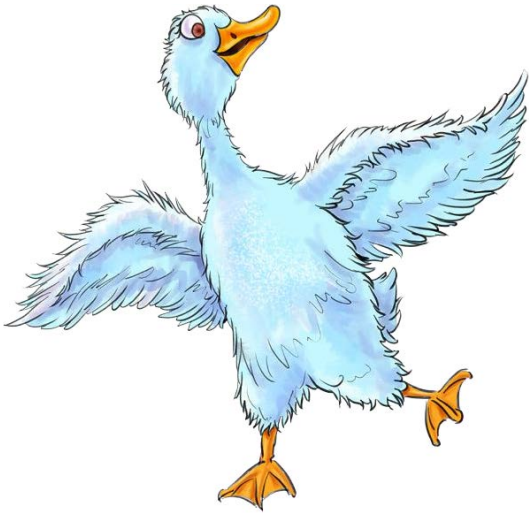
- Identify the images given on pg. no. 13 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 16.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

d	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

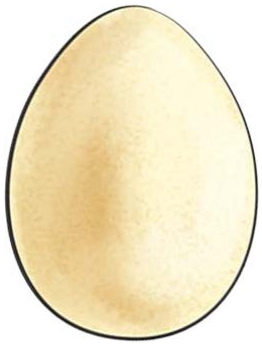
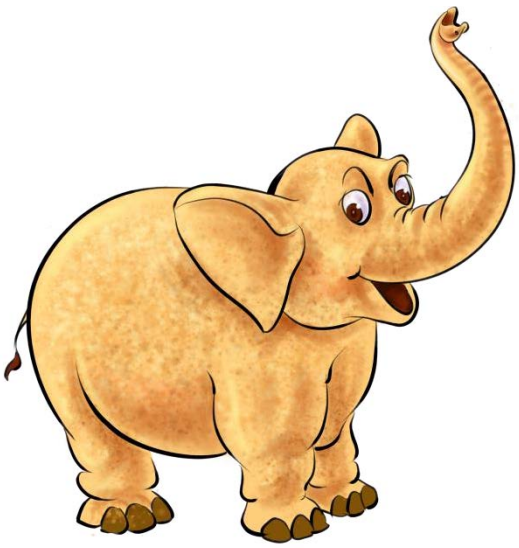
(Take a print and cut it out and paste it on the chart)

d	dog
drum	duck
deer	doll

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

e	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

e	egg
elephant	engine
envelope	edge

Aquiline

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: egg, elephant, engine, envelope, edge, elevator

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 13. ➢ Can you recognize the objects starting with the letter "e"? ➢ What is the shape of an egg? ➢ Which is bigger, an elephant or an egg?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "e" • Explain that they are going to learn how to write the letter "e". • Point to "e" 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 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "e" on the whiteboard or paste flashcards of the letter "e" on whiteboard. • Repeat the sound of letter "e" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "e" and find more words having this sound. • Instruct the students how to write letter "e" by using your finger and write with it on flashcard the 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. **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 the letter "e". • Ask the students to complete the tracing activity on workbook pg. no.17. • 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 'e' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 16-17 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"f"**

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: fish, frog, fan

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "f" Story: **Fomi Caught a Fish:** Dear children! Fomi loves fishing. Once she went for fishing on a stream. She had a friend, a frog. She set a fan and sat on the bridge. She saw a big fish in the water and said to the frog, "Look, a fish". She threw her fishing rod in the water and caught the fish. Fomi is excited. She threw the fish back in the stream. The fish also became happy.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a fish or fish picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Where do we see fish? ➢ What is the colour of fish?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the sixth letter "f". • Show them the flash cards of the letter "f" and introduce its sound "eff". • 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.	30 Minutes

Class: Playgroup **Subject:** English

‘fish’ and emphasize the first sound / f /.

- Tell the story of ‘f’ 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 is the sound of **/f/**?	Who was the friend of Fomi?
What did Fomi catch?	What is the name of Fomi friend?

- 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. 15” on the textbook,
- Show the children the name and sound of the letter ‘f’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘f’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘f’ on the textbook. Then turn your finger on ‘f’ 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 / f /.

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 ‘f’?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: fox, flag, flower, foot

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? ➢ What is the colour of frog? ➢ Where do we see frog?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, fish - **/f/**, **/f/**, fish Fomi caught a fish. I often make a wish.	30 Minutes

Class: Playgroup **Subject:** English

A frog is croaking by.
Will you also try?

- 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 **/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*-f-ish.

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

- Write the "f" on the whiteboard and say the letter name and voice.
- Repeat the letter "f" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "f".
  - **For Example:** **/f/** fish, **/f/** frog, **/f/** fan
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 15.
- Ask the children to open page no. 18 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "f" sound in the class, such as fish, frog, fan, fox, flag, flower and foot.
- Ask the students at a time to find an object or a picture which begin with the "f" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of fish, frog, fan, fox, flag, flower and foot 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 tracing and colouring activity 2 of the workbook given on

Class: Playgroup **Subject:** English

page no. 19.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: fish, frog, fan, fox, flag, flower, foot

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 15. ➢ Can you recognize the objects starting with the letter "f"? ➢ What are four seasons? ➢ In which season we use a fan? ➢ Is eating fish good for health?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "f" • Explain that they are going to learn how to write the letter "f". • Point to "f" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/f/** … **/f/** for fish! Yes, **/f/** … **/f/** for frog! Yes, **/f/** … **/f/** for fan! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "f" on the whiteboard or paste flashcards of the letter "f" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "f" and its vocabulary. • Encourage the students to recognize the sound of letter "f" and find more words having this sound. • Instruct the students how to write letter "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 the letter "f". • Ask the students to complete the tracing activity on workbook pg. no.19. • 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 'f' words? ➢ How many letters are there in word fan?	5 Minutes
Homework: Assign the students pg. no. 18-19 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"d, e, f"**

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 proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "d, e, f".
- revise "d, e, f" 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: dog, duck, drum, egg, elephant, engine, fish, frog, fan

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 duck? ➢ Have you ever eaten an egg? ➢ Where do we see fish?	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: Playgroup **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 15 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 pages and tell me where **'d, e, f'** is?	Put your finger on the page and tell where the **'duck'** 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 **'fish'** is?	Put your finger on the page and tell where the **'fan'** is?

- Repeat the letters "d, e, f" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "d, e, f".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'd, e, f' on the board.
- Help the students to solve the given Review-2 activities pg. no. 20 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "d, e, f" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "d, e, f" sounds.
- Show the pictures of dog, duck, drum, egg, elephant, engine, fish, frog, fan 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. 10-15.

- Identify the images given on pg. no. 10-15 of the textbook.
- Practise all the activities given on pg. no. 14-21 of the workbook.
- Practise the letters "d, e, f" as written activity.

Evaluation of Learning:

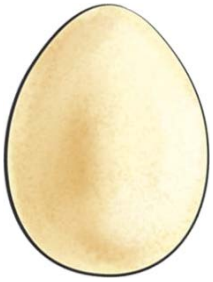
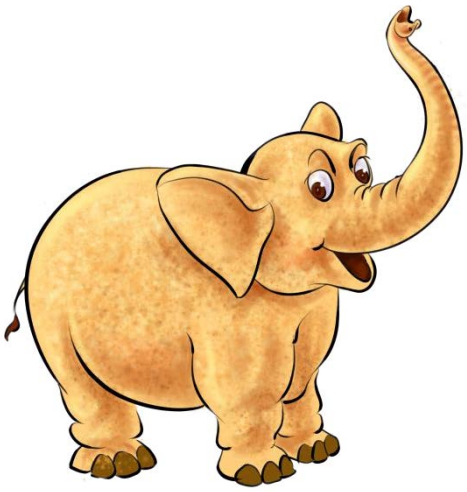
Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1)

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

e	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

f	
	

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5) (Take a print and ask the students to trace the given letters.)	
d	tracing letter
e	tracing letter
f	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"g"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 5 **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 "g".
- pronounce the words starting with the letter "g" correctly.
- identify the images which are starting with the letter "g".

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

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

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

Vocabulary: grapes, goat, glass

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Letter "g" Story: **Grazing Goat:** Dear children! Once Grandmother was reading newspaper in the garden. Gohar brought a glass of water for her. Suddenly a goat entered into the garden and started eating grapes. Gohar and grandmother shared some more grapes with the goat. They were happy after sharing grapes with the goat.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a glass in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we use glass for?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the seventh letter "g". • Show them the flash cards of the letter "g" and introduce its sound "jee". • Explain them the initial sound in the name of 'grapes' is / g /. • Show them a 'grapes' flash card and instruct the children to say the name of the picture, i.e. 'grapes' and emphasize the first sound / g /. • Tell the story of 'g' with proper impressions, showing the pictures given on pages 16,	30 Minutes

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: • 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. 17" on the textbook, • Show the children the name and sound of the letter 'g' by using the flash cards. • In the vocabulary of the story, mark the sound of 'g' first, then ask the children. • Instruct the children to look carefully at the pages of 'g' on the textbook. Then turn your finger on 'g' 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 / g /.	

What is the sound of **/g/**?	Who was reading newspaper?
What was goat eating?	Who bought a glass of water?

Assessment: 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 'g'?	5 Minutes
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: Playgroup **Subject:** English

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

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: grass, glove, glue

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 eaten grapes? ➢ Have you drunk grapes juice?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, goat - **/g/**, **/g/**, goat Goat is eating grapes. She is in a haste.	30 Minutes

The grapes are sweet.
The goat is having 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. 17.
- 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*-g-oat.

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

- Write the "g" on the whiteboard and say the letter name and voice.
- Repeat the letter "g" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "g".
  - **For Example:** **/g/** grapes, **/g/** goat, **/g/** glass
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 17.
- Ask the children to open page no. 22 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "g" sound in the class, such as grapes, goat, glass, grass, glove and glue.
- Ask the students at a time to find an object or a picture which begin with the "g" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of grapes, goat, glass, grass, glove and glue 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 tracing and colouring activity 2 of the workbook given on

page no. 22.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: grapes, goat, glass, grass, glove, glue

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from the textbook pg. no. 17. ➢ Can you recognize the objects starting with the letter "g"? ➢ Do you eat grapes? ➢ What is the shape of grapes? ➢ How many legs a goat has?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "g" • Explain that they are going to learn how to write the letter "g". • Point to "g" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/g/** … **/g/** for grapes! Yes, **/g/** … **/g/** for goat! Yes, **/g/** … **/g/** for glass! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "g" on the whiteboard or paste flashcards of the letter "g" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "g" and its vocabulary. • Encourage the students to recognize the sound of letter "g" and find more words having this sound. • Instruct the students how to write letter "g" by using your finger and write with it on flashcard the 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 the letter "g". • Ask the students to complete the tracing activity on workbook pg. no.23. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ How many letters are there in word goat? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 22-23 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"h"**

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: horse, hen, hat

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "h" Story: **Helping Horse:** Dear children! A horse and a hen are friends. Once, a thief came to steal hen's eggs. The hen shouted, "Help! Save my eggs". The horse kicked the thief with his back legs and threw him for away. The thief dropped his hat and ran away to save his life.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a hat or hat picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever worn a hat? ➢ Have you ever seen a hen?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the eighth letter "h". • Show them the flash cards of the letter "h" and introduce its sound "aitch". • Explain them the initial sound in the name of 'horse' is / h /. • Show them a 'horse' flash card and instruct the children to say the name of the picture, i.e. 'horse' and emphasize the first sound / h /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of 'h' 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 is the sound of **/h/**?	Who shouted for help?
Who kicked the thief?	What did the thief drop?

- 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. 19" on the textbook,
- Show the children the name and sound of the letter 'h' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'h' first, then ask the children.
- Instruct the children to look carefully at the pages of 'h' on the textbook. Then turn your finger on 'h' 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 / h /.

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 'h'?

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: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: hair, hand, horn, hill

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? ➢ Where do we get eggs? ➢ Do you ever see a horse?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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 Save my eggs O' horse,	30 Minutes

And throw the thief away.
The hen is happy when,
The eggs are safe she lay.

- 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 **/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*-h-en.

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 **'hat'** is?	Put your finger on the page and tell where the **'hen'** is?

- Write the "h" on the whiteboard and say the letter name and voice.
- Repeat the letter "h" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "h".
  - **For Example:** **/h/** horse, **/h/** hen, **/h/** hat
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 19.
- 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 "h" sound in the class, such as horse, hen, hat, hair, hand, horn and hill.
- Ask the students at a time to find an object or a picture which begin with the "h" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of horse, hen, hat, hair, hand, and hill 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.

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

Class: Playgroup **Subject:** English

• Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 25.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

g	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
g	grapes
glass	goat
grass	gloves

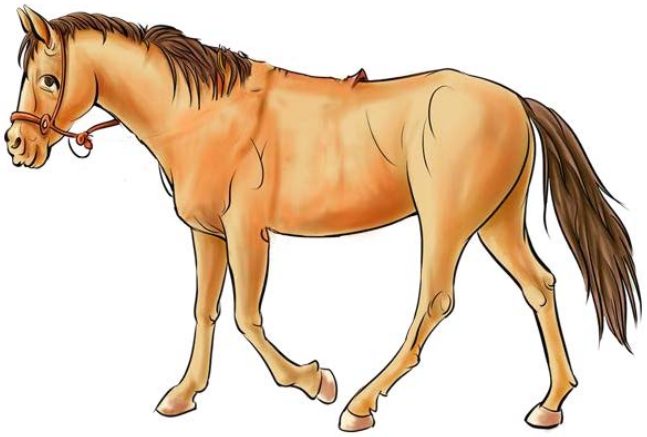
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Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

h	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
h	horse
hat	hen
hair	hand
horn	hill

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: horse, hen, hat, hair, hand, horn, hill

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 19. ➢ Can you recognize the objects starting with the letter "h"? ➢ How many legs a horse has? ➢ Which are farm animals? ➢ What is the colour of egg yolk?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "h" • Explain that they are going to learn how to write the letter "h". • Point to "h" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/h/** … **/h/** for horse! Yes, **/h/** … **/h/** for hen! Yes, **/h/** … **/h/** for hat! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "h" on the whiteboard or paste flashcards of the letter "h" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "h" and its vocabulary. • Encourage the students to recognize the sound of letter "h" and find more words having this sound. • Instruct the students how to write letter "h" by using your finger and write with it on flashcard the 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 the letter "h". • Ask the students to complete the tracing activity on workbook pg. 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 'h' 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"i"**
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:

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

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

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

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

Vocabulary: inkpot, injection, insect

Suggested Teaching Methodologies:
Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "i" Story: **Fearful Imad:** Dear children! Once Imad fell ill. He went to the doctor. Doctor instantly put the injection into Imad's arm. There were some insects in the clinic. Imad got afraid to see the insects. He swung his arm. The inkpot on the table flew in the air. Doctor picked one insect and told Imad not to afraid form insects.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an inkpot or picture in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we use ink for? ➢ Have you ever seen an insect in a house?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the ninth letter "i". • Show them the flash cards of the letter "i" and introduce its sound "eye". • Explain them the initial sound in the name of 'inkpot' is / i /. • Show them a 'inkpot' flash card and instruct the children to say the name of the picture,	30 Minutes

Class: Playgroup **Subject:** English

i.e. 'inkpot' and emphasize the first sound / i /.

- Tell the story of 'i' 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 is the sound of **/i/**?	Who came to the doctor?
Why was Imad afraid?	What flew in the air?

- 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. 21" on the textbook,
- Show the children the name and sound of the letter 'i' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'i' first, then ask the children.
- Instruct the children to look carefully at the pages of 'i' on the textbook. Then turn your finger on 'i' 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 / i /.

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 'i'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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:

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

Equipment & Material Required:

Audio Visual Aids (Letter "i" 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, infant

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? ➢ Has the doctor ever injected you? ➢ Have you ever seen an injection?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, injection - **/i/**, **/i/**, injection Doctor give injection. Imad swings his arm.	30 Minutes

Class: Playgroup **Subject:** English

Ink scatters all around.
The insect bite will harm.

- 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 **/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*-i-nk.

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

- Write the "i" on the whiteboard and say the letter name and voice.
- Repeat the letter "i" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "i".
  - **For Example:** **/i/** inkpot, **/i/** injection, **/i/** insect
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 21.
- 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 "i" sound in the class, such as inkpot, injection, insect, igloo, ink, infant.
- Ask the students at a time to find an object or a picture which begin with the "i" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of inkpot, injection, insect, igloo and ink 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.

- Identify the images given on pg. no. 21 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 26.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: inkpot, injection, insect, igloo, ink, infant

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 21. ➢ Can you recognize the objects starting with the letter "i"? ➢ What is the colour of ink? ➢ What is the shape of inkpot? ➢ Did you ever put the injection in your arm?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "i" • Explain that they are going to learn how to write the letter "i". • Point to "i" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/i/** … **/i/** for inkpot! Yes, **/i/** … **/i/** for injection! Yes, **/i/** … **/i/** for insect! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "i" on the whiteboard or paste flashcards of the letter "i" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "i" and its vocabulary. • Encourage the students to recognize the sound of letter "i" and find more words having this sound. • Instruct the students how to write letter "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 the letter "i". • Ask the students to complete the tracing activity on workbook pg. 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? ➢ How many letters are there in the word insect? ➢ 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"g, h, i"**
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:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "g, h, i".
- revise "g, h, i" 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: grapes, goat, glass, horse, hen, hat, inkpot, injection, insect

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 use glass for? ➢ Have you ever worn a hat? ➢ 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? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Playgroup **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. 16 to 21 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 /h/ and say *h is for h-h-at*.

Put your finger on the pages and tell me where **'g, h, i'** is?	Put your finger on the page and tell where the **'horse'** is?
Put your finger on the page and tell where the **'goat'** is?	Put your finger on the page and tell where the **'glass'** is?
Put your finger on the page and tell where the **'insect'** is?	Put your finger on the page and tell where the **'inkpot** is?

- Repeat the letters "g, h, i" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "g, h, i".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'g, h, i' on the board.
- Help the students to solve the given Review-3 activities pg. no. 28 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "g, h, i" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "g, h, i" sounds.
- Show the pictures of grapes, goat, glass, horse, hen, hat, inkpot, injection, insect 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. 16-21.

- Identify the images given on pg. no. 16-21 of the textbook.
- Practise all the activities given on pg. no. 22-29 of the workbook.
- Practise the letters "g, h, i" as written activity.

Evaluation of Learning:

Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Flash Pictures (For Day 2 & Day 3)

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

i	inkpot picture
Injection picture	insect picture

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

i	
	

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5) (Take a print and ask the students to trace the given letters.)	
g	tracing letter
h	tracing letter
i	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"j"**

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jeep, jug, juice

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "j" Story: **Jimmy on the Jeep:** Dear children! Jamshaid is a good boy. His mother calls him Jimmy. He loves orange juice. Once he was sitting on the tip of his beautiful jeep and picking oranges from a tree. Jimmy picked a big orange and said, "Yum, juicy orange". His mother made orange juice using a juicer machine. She poured the juice in the jug for jummy.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a juice picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever drunk a juice? ➢ Which juice do you like?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the tenth letter "j". • Show them the flash cards of the letter "j" and introduce its sound "jay". • Explain them the initial sound in the name of 'jeep' is / j /. • Show them a 'jeep' flash card and instruct the children to say the name of the picture, i.e.	30 Minutes

‘jeep’ and emphasize the first sound / j /. • Tell the story of ‘j’ with proper impressions, showing the pictures given on pages 22, and 23 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 is the sound of **/j/**? | What is the other name of Jamshed? What did Jimmy pick? | How did mother make orange juice? • 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. 23” on the textbook, • Show the children the name and sound of the letter ‘j’ by using the flash cards. • In the vocabulary of the story, mark the sound of ‘j’ first, then ask the children. • Instruct the children to look carefully at the pages of ‘j’ on the textbook. Then turn your finger on ‘j’ 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 / j /.	
Assessment: 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 ‘j’?	5 Minutes
Homework: Ask the students to look carefully at the letter and objects given on the textbook, pg. no 22, 23. • Identify the images given on pg. no. 23 of the textbook.	
Evaluation of Learning:	
Evaluation of Teaching:	

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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:

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

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: jar, jacket, jungle, juicer

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 seen a jeep? ➢ What juice does your mom make for you??	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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/**, juice - **/j/**, **/j/**, juice Mama makes sweet juice. And I am on the jeep.	30 Minutes

Class: Playgroup **Subject:** English

I will pick the fruit,
And jeep will peep, peep.

- 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. 23.
- 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*-j-ug.

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

- Write the "j" on the whiteboard and say the letter name and voice.
- Repeat the letter "j" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "j".
  - **For Example:** **/j/** jeep, **/j/** jug, **/j/** juice
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 23.
- 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 "j" sound in the class, such as jeep, jug, juice, jar, jacket, jungle, juicer.
- Ask the students at a time to find an object or a picture which begin with the "j" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of jeep, jug, juice, jar, jacket, jungle and juicer 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 22-23.

- Identify the images given on pg. no. 23 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

Class: Playgroup **Subject:** English

page no. 31.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 7 **Day:** 3

Students' Learning Objectives:

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

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

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: jeep, jug, juice, jar, jacket, jungle, juicer

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 23. ➢ Can you recognize the objects starting with the letter "j"? ➢ What is the taste of orange juice? ➢ Do you ever ride on the jeep? ➢ What is the colour of orange juice?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "j" • Explain that they are going to learn how to write the letter "j". • Point to "j" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/j/** … **/j/** for jeep! Yes, **/j/** … **/j/** for jug! 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "j" on the whiteboard or paste flashcards of the letter "j" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "j" and its vocabulary. • Encourage the students to recognize the sound of letter "j" and find more words having this sound. • Instruct the students how to write letter "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. **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 the letter "j". • Ask the students to complete the tracing activity on workbook pg. 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 'j' 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: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 7 **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 "k".
- pronounce the words starting with the letter "k" correctly.
- identify the images which are starting with the letter "k".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: kangaroo, key, kitten

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "k" Story: **Cute kitten and Kauser:** Dear children! Kaleem and Kauser are playing in the park. Kaleem likes to chase a kangaroo. He runs in the park after the kangaroo. Kauser loves to play with a kitten. She says, "It is a cute kitten". A kangaroo hops around in the park with keys in his mouth. Everyone is happy.	
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 any key?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the eleventh letter "k". • 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.	30 Minutes

'key' and emphasize the first sound / k /.

- Tell the story of 'k' 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 is the sound of **/k/**?	Who were playing in the park?
Who loves to play with kitten?	What was hopping in the park?

- 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. 25" on the textbook,
- Show the children the name and sound of the letter 'k' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'k' first, then ask the children.
- Instruct the children to look carefully at the pages of 'k' on the textbook. Then turn your finger on 'k' 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 / k /.

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 'k'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

Week: 7 **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 "k" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: kettle, key, kit

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? ➢ What is a little cat called? ➢ Have you ever seen a kangaroo?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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 Lost keys are found, Kangaroo hops around.	30 Minutes

Kauser plays with kitten,
Wearing beautiful mittens.

- 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 **/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*-k-ey.

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

- Write the "k" on the whiteboard and say the letter name and voice.
- Repeat the letter "k" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "k".
  - **For Example:** **/k/** kangaroo, **/k/** key, **/k/** kitten
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 25.
- Ask the children to open page no. 32 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "k" sound in the class, such as kangaroo, key, kitten, kettle, key and kit.
- Ask the students at a time to find an object or a picture which begin with the "k" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of kangaroo, key, kitten, kettle, key and kit 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.

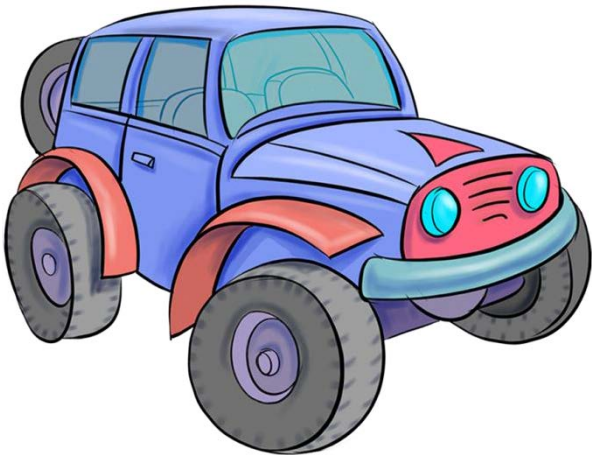
- Identify the images given on pg. no. 25 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 32.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

j	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

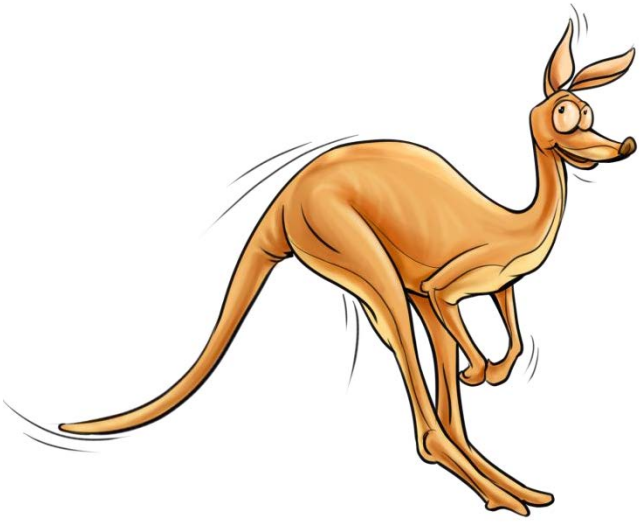
(Take a print and cut it out and paste it on the chart)

jeep	jug
juice	jar
jacket	jungle
juicer	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

k	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

key	kitten
kangaroo	kettle
kit	king

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 8 **Day:** 1

Students' Learning Objectives:

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

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

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: kangaroo, key, kitten, kettle, key, kit

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 25. ➢ Can you recognize the objects starting with the letter "k"? ➢ What is the difference between kitten and kangaroo? ➢ What is the shape of a kite? ➢ What is the colour of a kangaroo?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "k" • Explain that they are going to learn how to write the letter "k". • Point to "k" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/k/** … **/k/** for kangaroo! Yes, **/k/** … **/k/** for key! 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "k" on the whiteboard or paste flashcards of the letter "k" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "k" and its vocabulary. • Encourage the students to recognize the sound of letter "k" and find more words having this sound. • Instruct the students how to write letter "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 the letter "k". • Ask the students to complete the tracing activity on workbook pg. no.33. • 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 'k' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 32-33 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"l"**

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

Week: 8 **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 "l".
- pronounce the words starting with the letter "l" correctly.
- identify the images which are starting with the letter "l".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: lion, lollipop, leaf

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "l" Story: **Sharing the Lollipop:** Dear children! Ahmad loves animals. He visits zoo every Sunday. He likes lion the most. One fine Sunday, Ahmad visited the zoo. Ahmad was standing with a tree full of green leaves. He was licking a lollipop. The lion also wanted to lick the lollipop and said, "I like lollipop". So, Ahmad shared his lollipop with the lion.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a lollipop in the classroom. Ask some questions about it. ➢ What is it? ➢ Do you like to eat lollipop? ➢ Which flavour do you like the most?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twelfth letter "l". • Show them the flash cards of the letter "l" and introduce its sound "ell". • Explain them the initial sound in the name of 'lion' is / l /. • Show them a 'lion' flash card and instruct the children to say the name of the picture, i.e. 'lion' and emphasize the first sound / l /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of 'l' 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 is the sound of **/l/**?	What is the colour of leaf?
What was Ahmad licking?	Who wanted to lick the lollipop too?

- 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. 27" on the textbook,
- Show the children the name and sound of the letter 'l' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'l' first, then ask the children.
- Instruct the children to look carefully at the pages of 'l' on the textbook. Then turn your finger on 'l' 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 / l /.

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 'l'?

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: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 8 **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 "l" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: lake, lamp, library

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 seen a lion? ➢ Where do we see lion?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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 A lion in the cage,	30 Minutes

Class: Playgroup **Subject:** English

Wants the lollipop, great.
Ahmed shared the one,
The lollipop, yum yum yum.

- 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 **/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*-l-eaf.

Put your finger on the page and tell me where **'l'** is?	Put your finger on the page and tell where the **'lion'** is?
Put your finger on the page and tell where the **'lollipop'** is?	Put your finger on the page and tell where the **'leaf'** is?

- Write the "l" on the whiteboard and say the letter name and voice.
- Repeat the letter "l" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "l".
  - **For Example:** **/l/** lion, **/l/** lollipop, **/l/** leaf
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 27.
- Ask the children to open page no. 34 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "l" sound in the class, such as lion, lollipop, leaf, lake and lamp.
- Ask the students at a time to find an object or a picture which begin with the "l" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of lion, lollipop, leaf, lake and lamp 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.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 34.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 8 **Day:** 4

Students' Learning Objectives:

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

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

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: lion, lollipop, leaf, lake, lamp and library

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 27. ➢ Can you recognize the objects starting with the letter "l"? ➢ What are different colours of leaves? ➢ What is the shape of lollipop? ➢ Where do we see leaf?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "l" • Explain that they are going to learn how to write the letter "l". • Point to "l" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/l/** … **/l/** for lion! Yes, **/l/** … **/l/** for lollipop! Yes, **/l/** … **/l/** for leaf! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "l" on the whiteboard or paste flashcards of the letter "l" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "l" and its vocabulary. • Encourage the students to recognize the sound of letter "l" and find more words having this sound. • Instruct the students how to write letter "l" by using your finger and write with it on flashcard the 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. 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. **<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 the letter "l". • Ask the students to complete the tracing activity on workbook pg. no.35. • 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 'l' words? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 34-35 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"j, k, l"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 8 **Day:** 5

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

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "j, k, l".
- revise "j, k, l" 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: jeep, jug, juice, kangaroo, key, kitten, lion, lollipop, leaf

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? ➢ Do you like to eat lollipop?	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: Playgroup **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. 22 to 27 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-ug*.

Put your finger on the pages 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 **'key'** is?	Put your finger on the page and tell where the **'kitten'** is?
Put your finger on the page and tell where the **'lion'** is?	Put your finger on the page and tell where the **'leaf'** is?

- Repeat the letters "j, k, l" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "j, k, l".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'j, k, l' on the board.
- Help the students to solve the given Review-4 activities pg. no. 36 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "j, k, l" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "j, k, l" sounds.
- Show the pictures of jeep, jug, juice, kangaroo, key, kitten, lion, lollipop, leaf 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. 22-27.

- Identify the images given on pg. no. 22-27 of the textbook.
- Practise all the activities given on pg. no. 30-36 of the workbook.
- Practise the letters "j, k, l" as written activity.

Evaluation of Learning:

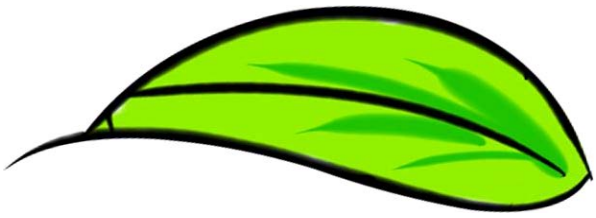
Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

I	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

lion	lollipop
leaf	lake
lamp	library

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5)

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

j	tracing letter
k	tracing letter
l	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"m"**

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

Week: 9 **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 "m".
- pronounce the words starting with the letter "m" correctly.
- identify the images which are starting with the letter "m".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: mango, monkey, mouse

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "m" Story:	**Time**
Hungry Monkey: Dear children! Mother asked Moosa to bring mangoes from the market. On his way, he saw a monkey and a mouse on a tree. They were hungry. He felt for them and shared a mango with them. They thanked Moosa and said "We like mangoes!" Everyone was happy.	
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
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the thirteenth letter "m". • Show them the flash cards of the letter "m" and introduce its sound "emm". • Explain them the initial sound in the name of 'mango' is / m /. • Show them a 'mango' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'mango' and emphasize the first sound / m /.

- Tell the story of 'm' with proper impressions, showing the pictures given on pages 28, 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 is the sound of **/m/**?	Who asked Moosa to bring mangoes?
What did Moosa see on the way?	Who like mangoes?

- 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. 29" on the textbook,
- Show the children the name and sound of the letter 'm' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'm' first, then ask the children.
- Instruct the children to look carefully at the pages of 'm' on the textbook. Then turn your finger on 'm' 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 / m /.

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 'm'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

Week: 9 **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 "m" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: map, man, milk

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? ➢ What does a monkey like to eat? ➢ Have you ever seen a mouse?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, monkey - **/m/**, **/m/**, monkey A monkey likes to eat, a mango as a treat.	30 Minutes

Class: Playgroup **Subject:** English

A mouse wants it too,
Why should we give it you?.

- 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 **/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*-m-ap.

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

- Write the "m" on the whiteboard and say the letter name and voice.
- Repeat the letter "m" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "m".
  - **For Example:** **/m/** monkey, **/m/** mango, **/m/** mouse
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 29.
- 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 "m" sound in the class, such as mango, monkey, mouse, map, man, milk.
- Ask the students at a time to find an object or a picture which begin with the "m" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of mango, monkey, mouse, map, man, milk 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 28-29.

- Identify the images given on pg. no. 29 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 37.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 9 **Day:** 3

Students' Learning Objectives:

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

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

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: mango, monkey, mouse, map, man, milk

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 29. ➢ Can you recognize the objects starting with the letter "m"? ➢ What is the taste of a mango? ➢ How many seeds are there in a mango? ➢ What is the colour of a mango?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "m" • Explain that they are going to learn how to write the letter "m". • Point to "m" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/m/** … **/m/** for monkey! Yes, **/m/** … **/m/** for mango! Yes, **/m/** … **/m/** for mouse! • Show the students how to write the lower 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.	30 Minutes

Class: Playgroup **Subject:** English

• Write the letter "m" on the whiteboard or paste flashcards of the letter "m" on whiteboard. • Repeat the sound of letter "m" and its vocabulary. • Encourage the students to recognize the sound of letter "m" and find more words having this sound. • Instruct the students how to write letter "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. **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 the letter "m". • Ask the students to complete the tracing activity on workbook pg. 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 'm' words? ➢ What is the colour of mango?	5 Minutes
Homework: Assign the students pg. no. 37-38 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"n"**

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

Week: 9 **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 "n".
- pronounce the words starting with the letter "n" correctly.
- identify the images which are starting with the letter "n".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: nest, nose, net

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "n" Story: **Naughty Naeem:** Dear children! Naeem is a naughty boy. Once he was trying to catch honeybee with a net. Uncle Nasir was reading a newspaper nearby. He was sitting under a tree. There was a nest on the tree. The baby birds were chirping in the nest. Uncle Nasir has a long nose. The honeybee smiled and said, "Naeem, the naught boy". They has a great fun.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, identify your nose in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we use to smell?	5 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the fourteenth letter "n". • Show them the flash cards of the letter "n" and introduce its sound "enn". • Explain them the initial sound in the name of 'mango' is / n /. • Show them a 'nest' flash card and instruct the children to say the name of the picture, i.e. 'nest' and emphasize the first sound / n /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of 'n' with proper impressions, showing the pictures given on pages 30, 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 is the sound of **/n/**?	Who is naughty boy?
What was uncle Nasir reading?	What did the honeybee say?

- 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. 31" on the textbook,
- Show the children the name and sound of the letter 'n' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'n' first, then ask the children.
- Instruct the children to look carefully at the pages of 'n' on the textbook. Then turn your finger on 'n' 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 / n /.

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 'n'?

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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"n"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 9 **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 "n" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

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

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

Vocabulary: neck, night, nurse

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 caught a fly with the help of net? ➢ Where do we see a nest?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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/**, net - **/n/**, **/n/**, net Naeem with a net,	30 Minutes

Will catch the honey bee.
It bit on my nose,
It's red, like a rose.

- 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 **/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*-n-et.

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

- Write the "n" on the whiteboard and say the letter name and voice.
- Repeat the letter "n" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "n".
  - **For Example:** **/n/** nose, **/n/** nest, **/n/** net
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 31.
- 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 "n" sound in the class, such as nose, nest, net, neck, night and nurse.
- Ask the students at a time to find an object or a picture which begin with the "n" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of nose, nest, net, neck, night and nurse 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.

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

Class: Playgroup **Subject:** English

• Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 39.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

m	
	

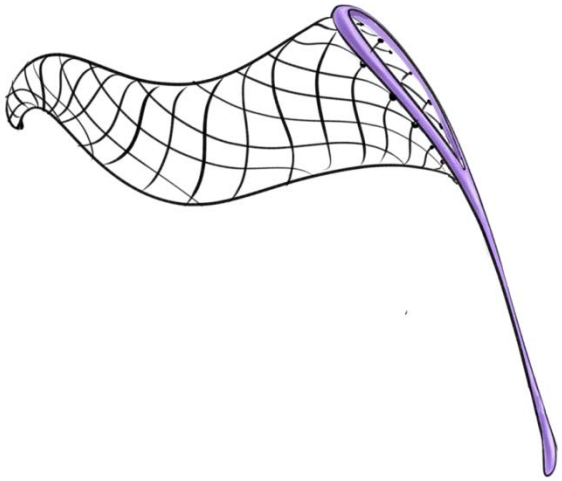
Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
m	map
man	mango
milk	monkey
mouse	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

n	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
n	net
nest	nose
neck	night
nurse	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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:

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

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: nose, nest, net, neck, night, nurse

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 31. ➢ Can you recognize the objects starting with the letter "n"? ➢ Which smell do you like the most? ➢ What is the design of a net? ➢ How many baby birds are there in the nest?	5 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "n" • Explain that they are going to learn how to write the letter "n". • Point to "n" 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! • Show the students how to write the lower 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 the letter "n" on the whiteboard or paste flashcards of the letter "n" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "n" and its vocabulary. • Encourage the students to recognize the sound of letter "n" and find more words having this sound. • Instruct the students how to write letter "n" by using your finger and write with it on flashcard the 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. **<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 the letter "n". • Ask the students to complete the tracing activity on workbook pg. 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 'n' 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"o"**

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

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 "o".
- pronounce the words starting with the letter "o" correctly.
- identify the images which are starting with the letter "o".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: orange, ostrich, ox

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "o" Story: **Ostrich loves Oranges:** Dear children! Once Omer and Omama visited the zoo. They saw an Ox, an owl, and an Ostrich there. Ox was big and strong. They gave oranges to the ostrich. Ostrich ate orange and said, "sweet juicy orange".	
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 learn English alphabet. • Explain them that we are going to read the fifteenth letter "o". • Show them the flash cards of the letter "o" and introduce its sound "owe". • Explain them the initial sound in the name of 'ox' is / o /. • Show them a 'ox' flash card and instruct the children to say the name of the picture, i.e. 'ox' and emphasize the first sound / o /.	32 Minutes

Class: Playgroup **Subject:** English

- Tell the story of ‘o’ with proper impressions, showing the pictures given on pages 32, and 33 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 is the sound of **/o/**?	Who visited the zoo?
What did they see in the zoo?	Who gave orange to 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 storytelling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 33” on the textbook,
- Show the children the name and sound of the letter ‘o’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘o’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘o’ on the textbook. Then turn your finger on ‘o’ 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 / o /.

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 ‘o’?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 32, 33.

- Identify the images given on pg. no. 33 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"o"**
Period (s) / Time: 1 / 40 min **Term:** 1st
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 "o" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

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

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

Vocabulary: omelet, olive

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 seen an ox? ➢ Where do we see ostrich?	5 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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/**, ostrich - **/o/**, **/o/**, ostrich An ostrich comes to eat,	32 Minutes

an orange very sweet.
An ox is big and strong,
Its tail is very long.

- 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. 33.
- 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*-o-x.

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

- Write the "o" on the whiteboard and say the letter name and voice.
- Repeat the letter "o" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "o".
  - **For Example:** **/o/** orange, **/o/** ostrich, **/o/** ox
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 33.
- Ask the children to open page no. 41 of the workbook and do the activity 1.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "o" sound in the class, such as ostrich, orange, ox omelet and olive.
- Ask the students at a time to find an object or a picture which begin with the "o" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of ostrich, orange, ox omelet and olive 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 32-33.

- Identify the images given on pg. no. 33 of the textbook.

Class: Playgroup **Subject:** English

• Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 41.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 10 **Day:** 4

Students' Learning Objectives:

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

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

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: ostrich, orange, ox omelet and olive

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 33. ➢ Can you recognize the objects starting with the letter "o"? ➢ What is the difference between orange and ostrich? ➢ What is the shape of an orange?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "o" • Explain that they are going to learn how to write the letter "o". • Point to "o" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/o/** … **/o/** for ostrich! Yes, **/o/** … **/o/** for orange! Yes, **/o/** … **/o/** for ox! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "o" on the whiteboard or paste flashcards of the letter "o" on whiteboard. • Repeat the sound of letter "o" and its vocabulary.	32 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "o" and find more words having this sound. • Instruct the students how to write letter "o" by using your finger and write with it on flashcard the 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 the letter "o". • Ask the students to complete the tracing activity on workbook pg. no.42. • Help and guide them wherever needed.	
Assessment: • Assess the students by checking their written work. ➢ Are the children able to form the letters correctly? ➢ How many letter in the word "ox"? ➢ Do they remember any of the new vocabulary?	5 Minutes
Homework: Assign the students pg. no. 41-42 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"m, n, o"**

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

Week: 10 **Day:** 5

Students' Learning Objectives:

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

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "m, n, o".
- revise "m, n, o" 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: mango, monkey, mouse, nest, nose, net, orange, ostrich, ox.

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 use to smell? ➢ Have you ever eaten an orange?	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: Playgroup **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. 28 to 33 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 /n/ and say *n is for n-n-et*.

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

- Repeat the letters "m, n, o" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "m, n, o".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'm, n, o' on the board.
- Help the students to solve the given Review-5 activities pg. no. 43 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "m, n, o" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "m, n, o" sounds.
- Show the pictures of mango, monkey, mouse, nest, nose, net, orange, ostrich, ox 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. 28-33.

- Identify the images given on pg. no. 28-33 of the textbook.
- Practise all the activities given on pg. no. 37-43 of the workbook.
- Practise the letters "m, n, o" as written activity.

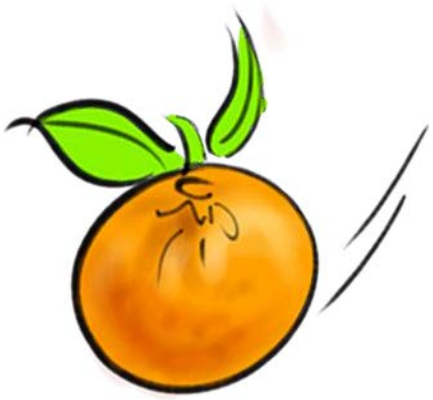
Class: Playgroup **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

O	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
orange	ox
omelet	ostrich
octopus	olive

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5)

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

m	tracing letter
n	tracing letter
o	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"p"**

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

Week: 11 **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 "p".
- pronounce the words starting with the letter "p" correctly.
- identify the images which are starting with the letter "p".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: parrot, pencil, peacock

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "p" Story: **Painting the Peacock:** Dear children! Pappu loves to paint. Once he painted a beautiful peacock with his pencil. A parrot came to him and praised his painting. The parrot whistled, "Pappu is a painter!".	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a pencil in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we do with a pencil? ➢ Do you like to use a pencil?	5 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the sixteenth letter "p". • 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 /. • Show them a '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 'p' with proper impressions, showing the pictures given on pages 34,	34 Minutes

Class: Playgroup **Subject:** English

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 is the sound of **/p/**?	Who loves to paint?
What Pappu painted?	What parrot whistled?

- 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. 35" on the textbook,
- Show the children the name and sound of the letter 'p' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'p' first, then ask the children.
- Instruct the children to look carefully at the pages of 'p' on the textbook. Then turn your finger on 'p' 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 / p /.

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 'p'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

Week: 11 **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 "p" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: pan, peach, peak

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? ➢ What is the colour of a parrot? ➢ Where do we see a peacock?	5 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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 My little green parrot, Likes to eat carrot.	34 Minutes

Pappu loves to draw,
A peacock very far.

- 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 **/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*-p-en.

Put your finger on the page and tell me where **'p'** is?	Put your finger on the page and tell where the **'peacock'** is?
Put your finger on the page and tell where the **'parrot'** is?	Put your finger on the page and tell where the **'pencil'** is?

- Write the "p" on the whiteboard and say the letter name and voice.
- Repeat the letter "p" and its voice at least 4-5 times and then tell more vocabulary starting with the letter "p".
  - **For Example:** **/p/** pencil, **/p/** parrot, **/p/** peacock
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 35.
- 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 "p" sound in the class, such as ostrich, orange, ox omelet and olive.
- Ask the students at a time to find an object or a picture which begin with the "p" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of ostrich, orange, ox omelet and olive 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.

- Identify the images given on pg. no. 35 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 44.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 11 **Day:** 3

Students' Learning Objectives:

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

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

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: parrot, pencil, peacock, pan, peach and peak

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 35. ➢ Can you recognize the objects starting with the letter "p"? ➢ What is the difference between pencil and parrot? ➢ Do you ever see a green parrot?	5 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "p" • Explain that they are going to learn how to write the letter "p". • Point to "p" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/p/** … **/p/** for pencil! Yes, **/p/** … **/p/** for parrot! Yes, **/p/** … **/p/** for peacock! • Show the students how to write the lower 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 the letter "p" on the whiteboard or paste flashcards of the letter "p" on whiteboard. • Repeat the sound of letter "p" and its vocabulary.	34 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognize the sound of letter "p" and find more words having this sound. • Instruct the students how to write letter "p" by using your finger and write with it on flashcard the 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. **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 the letter "p". • Ask the students to complete the tracing activity on workbook pg. 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 'p' words? ➢ Name the two objects that start with the letter "p".	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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"q"**

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

Week: 11 **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 "q".
- pronounce the words starting with the letter "q" correctly.
- identify the images which are starting with the letter "q".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: queen, quail, quilt

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "q" Story:	**Time**
Quail's Song: Dear children! Once there was a queen. She was very happy to see her favourite quilt on her bed. She was listening to the quail's song and enjoying a lot. She said with excitement "quail sings sweetly".	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a quail picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you ever seen a quail? ➢ Have you ever listened the quail song?	37 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the seventeenth letter "q". • Show them the flash cards of the letter "q" and introduce its sound "queue". • Explain them the initial sound in the name of 'queen' is / q /. • Show them an 'queen' flash card and instruct the children to say the name of the picture, i.e. 'queen' and emphasize the first sound / q /.	30 Minutes

Class: Playgroup **Subject:** English

- Tell the story of 'q' 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 **/q/**?	What is the sound of /q /?
What did queen see?	Who was listening quail's song?

- 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. 37" on the textbook,
- Show the children the name and sound of the letter 'q' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'q' first, then ask the children.
- Instruct the children to look carefully at the pages of 'q' on the textbook. Then turn your finger on 'q' 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 / q /.

Assessment: 37 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 'q'?

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:

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 11 **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 "q" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: quarter, queue

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? ➢ What is the colour of your quilt? ➢ Have you ever seen king and queen cartoon?	37 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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 A queen talks a quail,	30 Minutes

My quilt is very frail.
I sleep when I want.
Then you will never chant.

- 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 36-37 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 **/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-q-uail*.

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 **'quilt'** is?	Put your finger on the page and tell where the **'quail'** is?

- Write the "q" on the whiteboard and say the letter name and voice.
- Repeat the letter "q" and its voice at least 36-37 times and then tell more vocabulary starting with the letter "q".
  - **For Example:** **/q/** queen, **/q/** quail, **/q/** quilt
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 37.
- Ask the children to open page no. 46 of the workbook and do the activity 1.

Assessment: 37 Minutes

- Place some objects or pictures of the objects beginning with "q" sound in the class, such as queen, quail, quilt, quarter and queue.
- Ask the students at a time to find an object or a picture which begin with the "q" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of queen, quail, quilt, quarter and queue. 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.

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

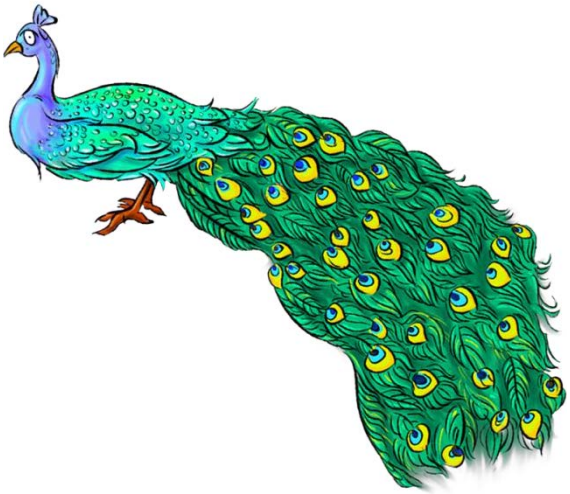
Class: Playgroup **Subject:** English

• Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 46.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

p	
	

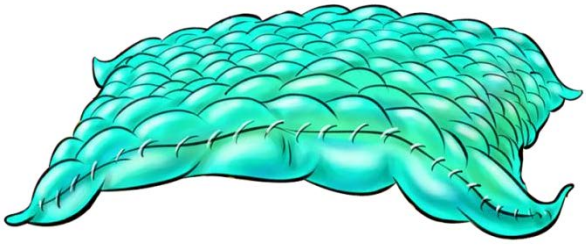
Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
pencil	parrot
Peacock	pan
peach	peak

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

q	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5) (Take a print and cut it out and paste it on the chart)	
quail	quill
queen	quilt
quarter	queue

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 12 **Day:** 1

Students' Learning Objectives:

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

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

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: queen, quail, quilt, quarter, queue.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 37. ➢ Can you recognize the objects starting with the letter "q"? ➢ What is the difference between quail and quilt? ➢ Which is bigger, queen or quail?	37 Minutes
<u>Development</u> **Model Reading:** • Tell the students that they are going to learn to write the letter "q" • Explain that they are going to learn how to write the letter "q". • Point to "q" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/q/** … **/q/** for queen! Yes, **/q/** … **/q/** for quail! 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "q" on the whiteboard or paste flashcards of the letter "q" on whiteboard. • Repeat the sound of letter "q" and its vocabulary.	30 Minutes

Class: Playgroup **Subject:** English

• Encourage the students to recognise the sound of letter "q" and find more words having this sound. • Instruct the students how to write letter "q" by using your finger and write with it on flashcard the 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 the letter "q". • Ask the students to complete the tracing activity on workbook pg. 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 'q' words? ➢ Do they remember any of the new vocabulary?	37 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"r"**
Period (s) / Time: 1 / 40 min **Term:** 1st
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 "r".
- pronounce the words starting with the letter "r" correctly.
- identify the images which are starting with the letter "r".

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

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

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

Vocabulary: rain, rabbit, rooster

Suggested Teaching Methodologies:
Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "r" Story: **Rainbow on a Rainy Day:** Dear children! A rabbit and a rooster were friends. Once it rained heavily. They like to play in the rain. The rabbit had a beautiful umbrella. He asked rooster to share the umbrella. But the roster loved to take shower in the rain. The rainbow on the sky changed their mood. The rooster shouted happily, Cooka-do-dal-doo.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a rabbit toy or rabbit picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you seen a rabbit? ➢ What does the rooster say early in the morning?	39 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the eighteenth letter "r". • Show them the flash cards of the letter "r" and introduce its sound "aarr". • Explain them the initial sound in the name of 'rabbit' is / r /. • Show them a 'rabbit' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'rabbit' and emphasize the first sound / r /.

- Tell the story of 'r' 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 **/r/**?	Who were friends?
Who had an umbrella?	What changed the mood of rabbit and rooster?

- 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. 39" on the textbook,
- Show the children the name and sound of the letter 'r' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'r' first, then ask the children.
- Instruct the children to look carefully at the pages of 'r' on the textbook. Then turn your finger on 'r' 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 / r /.

Assessment: 39 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 'r'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

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 "r" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: radio, rain, road

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 the rooster voice? ➢ Where do we see rooster?	39 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, rooster - **/r/**, **/r/**, rooster A rooster clucking high, He can never fly.	30 Minutes

Class: Playgroup **Subject:** English

A rabbit comes in rain,
And sees the rainbow lane.

- 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 38-39 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. 39.
- 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-r-ain*.

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 **'rooster'** is?	Put your finger on the page and tell where the **'rain'** is?

- Write the "r" on the whiteboard and say the letter name and voice.
- Repeat the letter "r" and its voice at least 38-39 times and then tell more vocabulary starting with the letter "r".
  - **For Example:** **/r/** rain, **/r/** rabbit, **/r/** rooster
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 39.
- Ask the children to open page no. 48 of the workbook and do the activity 1.

Assessment: 39 Minutes

- Place some objects or pictures of the objects beginning with "r" sound in the class, such as rain, rabbit, rooster, radio and road.
- Ask the students at a time to find an object or a picture which begin with the "r" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of rain, rabbit, rooster, radio and road 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 tracing and colouring activity 2 of the workbook given on

page no. 48.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 12 **Day:** 4

Students' Learning Objectives:

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

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

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: rain, rabbit, rooster, radio, road

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 39. ➢ Can you recognize the objects starting with the letter "r"? ➢ What is the difference between umbrella and rabbit? ➢ How many eyes a rabbit has? ➢ How many colours are there in the rainbow?	39 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "r" • Explain that they are going to learn how to write the letter "r". • Point to "r" 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 rooster! • Show the students how to write the lower 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 the letter "r" on the whiteboard or paste flashcards of the letter "r" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "r" and its vocabulary. • Encourage the students to recognise the sound of letter "r" and find more words having this sound. • Instruct the students how to write letter "r" by using your finger and write with it on flashcard the 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. **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 the letter "r". • Ask the students to complete the tracing activity on workbook pg. 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 'r' words? ➢ How many letter are there in word "rain"?	39 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"p, q, r"**
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:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "p, q, r".
- revise "p, q, r" 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: parrot, pencil, peacock, queen, quail, quilt, rain, rabbit, 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 do we do with a pencil? ➢ Have you ever seen a quail? ➢ Have you ever listened the rooster voice?	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: Playgroup **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 /r/ and say *r is for r-r-ain*.

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

- Repeat the letters "p, q, r" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "p, q, r".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'p, q, r' on the board.
- Help the students to solve the given Review-6 activities pg. no. 50 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "p, q, r" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "p, q, r" sounds.
- Show the pictures of parrot, pencil, peacock, queen, quail, quilt, rain, rabbit, 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. 34-39.

- Identify the images given on pg. no. 34-39 of the textbook.
- Practise all the activities given on pg. no. 44-50 of the workbook.
- Practise the letters "p, q, r" as written activity.

Evaluation of Learning:

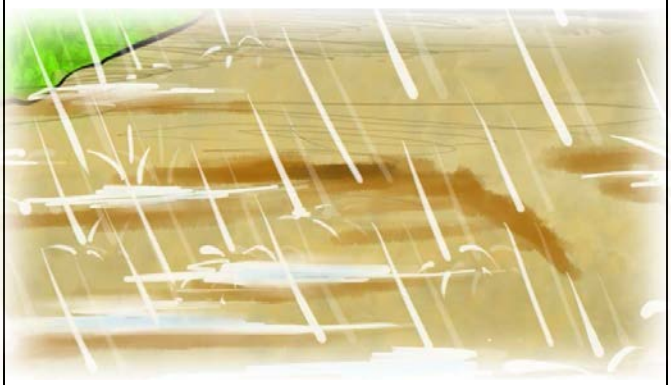
Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

r	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

rooster	radio
rabbit	rain
rhino	road

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5)

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

p	tracing letter
q	tracing letter
r	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"s"**

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

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 "s".
- pronounce the words starting with the letter "s" correctly.
- identify the images which are starting with the letter "s".

Equipment & Material Required:

Audio Visual Aids (Letter "s" 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, sparrow

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "s" Story:	**Time**
A Brave Sparrow: Dear children! Once on a find day, the sun was shining brightly in the sky. A sparrow family was living happily on the tree. The mother sparrow was singing song with her babies in the nest. A snake came towards their nest. The father sparrow shouted on the snake and forced him to run away. The sun was happy to see a brave father sparrow.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a sparrow picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Where we can see the sparrow? ➢ Can a sparrow fly in the air?	41 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the nineteenth letter "s". • Show them the flash cards of the letter "s" and introduce its sound "ess". • Explain them the initial sound in the name of 'snake' is / s /. • Show them a 'snake' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'snake' and emphasize the first sound / s /.

- Tell the story of 's' 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 **/s/**?	Who was living on the tree?
What was mother sparrow singing?	Who came toward their nest?

- 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. 41" on the textbook,
- Show the children the name and sound of the letter 's' by using the flash cards.
- In the vocabulary of the story, mark the sound of 's' first, then ask the children.
- Instruct the children to look carefully at the pages of 's' on the textbook. Then turn your finger on 's' 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 / s /.

Assessment: 41 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 's'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

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 "s" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: sea, salt, silk

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 snake? ➢ Where we can see the sun? ➢ What is the colour of sun?	41 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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 A snake wants to eat, The baby sparrows tweet.	30 Minutes

Class: Playgroup **Subject:** English

The father sparrow comes,
and make the snake to run.

- 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 40-41 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 **/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-s-un*.

Put your finger on the page and tell me where **'s'** is?	Put your finger on the page and tell where the **'sparrow'** is?
Put your finger on the page and tell where the **'sun'** is?	Put your finger on the page and tell where the **'snake'** is?

- Write the "s" on the whiteboard and say the letter name and voice.
- Repeat the letter "s" and its voice at least 40-41 times and then tell more vocabulary starting with the letter "s".
  - **For Example:** **/s/** sun, **/s/** snake, **/s/** sparrow
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 41.
- Ask the children to open page no. 51 of the workbook and do the activity 1.

Assessment: 41 Minutes

- Place some objects or pictures of the objects beginning with "s" sound in the class, such as sun, snake, sparrow, sea, salt and silk.
- Ask the students at a time to find an object or a picture which begin with the "s" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of sun, snake, sparrow, sea, salt and silk 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.

- Identify the images given on pg. no. 41 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 51.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 13 **Day:** 3

Students' Learning Objectives:

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

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

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: sun, snake, sparrow, sea, salt, silk

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 41. ➢ Can you recognize the objects starting with the letter "s"? ➢ Where do the birds build their nests? ➢ How many wings a sparrow has? ➢ What is the colour of sun?	41 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "s" • Explain that they are going to learn how to write the letter "s". • Point to "s" 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 sparrow! • Show the students how to write the lower 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 the letter "s" on the whiteboard or paste flashcards of the letter "s" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "s" and its vocabulary. • Encourage the students to recognise the sound of letter "s" and find more words having this sound. • Instruct the students how to write letter "s" by using your finger and write with it on flashcard the 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. **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 the letter "s". • Ask the students to complete the tracing activity on workbook pg. no. 52. • 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 's' words? ➢ Do they remember any of the new vocabulary?	41 Minutes
Homework: Assign the students pg. no. 51-52 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"t"**

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

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 "t".
- pronounce the words starting with the letter "t" correctly.
- identify the images which are starting with the letter "t".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: turtle, tomato, train

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "t" Story:	**Time**
Turtle likes tomatoes: Dear children! A tiny turtle loves to go for a walk. He likes to eat tomatoes. One day, he decided to go across the train track. While crossing the track, a train came and turtle dropped the tomatoes on the track. The driver whistled and showed white flag. The train stopped and turtle crossed the track safely and said "thank you".	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a tomato or tomato picture in the classroom. Ask some questions about it. ➢ What is it? ➢ What is the colour of the tomato? ➢ Where do we use tomatoes?	43 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twentieth letter "t". • 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,	30 Minutes

i.e. 'train' and emphasize the first sound / t /.

- Tell the story of 't' with proper impressions, showing the pictures given on pages 42, and 43 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/**?	Who loves to go for a walk?
Where turtle decided to go one day?	What was turtle 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. 43" on the textbook,
- Show the children the name and sound of the letter 't' by using the flash cards.
- In the vocabulary of the story, mark the sound of 't' first, then ask the children.
- Instruct the children to look carefully at the pages of 't' on the textbook. Then turn your finger on 't' 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 / t /.

Assessment: 43 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 't'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 42, 43.

- Identify the images given on pg. no. 43 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

Week: 14 **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 "t" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: tree, table, top, track

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 ridden on a train? ➢ What is the colour of a turtle?	43 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, train - **/t/**, **/t/**, train Stop the train, Let me pass.	30 Minutes

All my tomatoes,
fall on the grass

- 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 42-43 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. 43.
- 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-t-op*.

Put your finger on the page and tell me where **'t'** is?	Put your finger on the page and tell where the **'turtle'** is?
Put your finger on the page and tell where the **'train'** is?	Put your finger on the page and tell where the **'tomato'** is?

- Write the "t" on the whiteboard and say the letter name and voice.
- Repeat the letter "t" and its voice at least 42-43 times and then tell more vocabulary starting with the letter "t".
  - **For Example:** **/t/** tomato, **/t/** turtle, **/t/** train
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 43.
- Ask the children to open page no. 53 of the workbook and do the activity 1.

Assessment: 43 Minutes

- Place some objects or pictures of the objects beginning with "t" sound in the class, such as turtle, train, tomato, tree, table, top and track.
- Ask the students at a time to find an object or a picture which begin with the "t" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of turtle, train, tomato, tree, table, top and track 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 42-43.

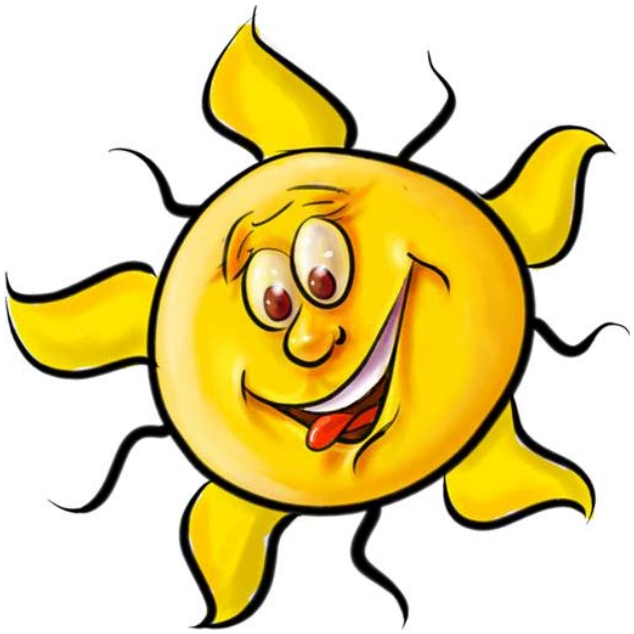
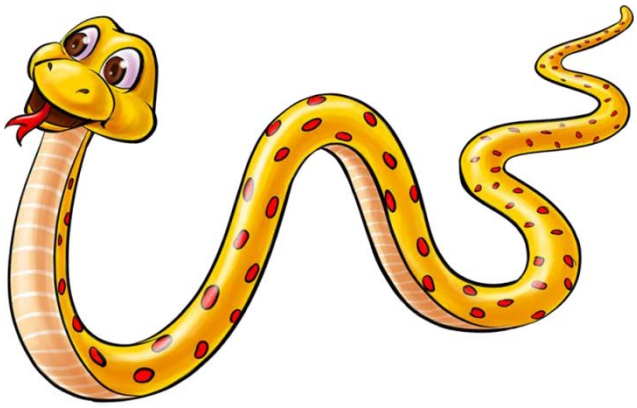
- Identify the images given on pg. no. 43 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 53.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

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Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

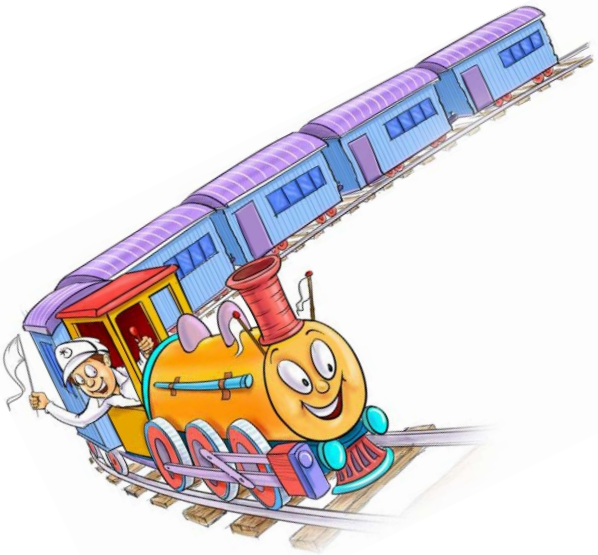
(Take a print and cut it out and paste it on the chart)

snake	sun
sparrow	sea
salt	silk

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

t	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

tomato	train
tree	turtle
table	top

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 14 **Day:** 1

Students' Learning Objectives:

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

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

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: turtle, train, tomato, tree, table, top and track

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 43. ➢ Can you recognize the objects starting with the letter "t"? ➢ What is the difference between tomatoes and a turtle? ➢ What is the colour of a tomato? ➢ Do you like the turtle?	43 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "t" • Explain that they are going to learn how to write the letter "t". • Point to "t" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/t/** … **/t/** for turtle! Yes, **/t/** … **/t/** for train! Yes, **/t/** … **/t/** for tomato! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "t" on the whiteboard or paste flashcards of the letter "t" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "t" and its vocabulary. • Encourage the students to recognise the sound of letter "t" and find more words having this sound. • Instruct the students how to write letter "t" by using your finger and write with it on flashcard the 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 the letter "t". • Ask the students to complete the tracing activity on workbook pg. 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 't' words? ➢ How many letters are there in the word "train"?	43 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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"u"**

Period (s) / Time: 1 / 44 min **Term:** 1st

Week: 14 **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 "u".
- pronounce the words starting with the letter "u" correctly.
- identify the images which are starting with the letter "u".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: up, umbrella, umpire

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "u" Story:	**Time**
Up, Up in the Air: Dear children! Once Umar and Usman were playing cricket with their friends. An umpire in uniform was supervising the match. An Umpire decides who is out or not. There was also a kid watching the match under the umbrella. Umar hit the ball and the bowler shouted to the keeper "catch it". They were enjoying the match.	
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?	45 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-first letter "u". • Show them the flash cards of the letter "u" and introduce its sound "ewe". • Explain them the initial sound in the name of 'umpire' is / u /. • Show them a 'umpire' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'umpire' and emphasize the first sound / u /.

- Tell the story of 'u' 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 **/u/**?	Who were playing cricket?
Who was supervising the match?	Who was watching the match under the umbrella?

- 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. 45" on the textbook,
- Show the children the name and sound of the letter 'u' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'u' first, then ask the children.
- Instruct the children to look carefully at the pages of 'u' on the textbook. Then turn your finger on 'u' 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 / u /.

Assessment: 45 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 'u'?

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: Playgroup **Subject:** English

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

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

Week: 14 **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 "u" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: uncle, 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.: ➢ What do you know about a rhyme? ➢ Do you like the cricket? ➢ Have you ever caught a ball?	45 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, up - **/u/**, **/u/**, up Up up in the air, Umpire sees the ball.	30 Minutes

Class: Playgroup **Subject:** English

A kid with an umbrella;
Says, the ball with fall.

- 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 44-45 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 **/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-u-p*.

Put your finger on the page and tell me where **'u'** is?	Put your finger on the page and tell where the **'umbrella'** 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?

- Write the "u" on the whiteboard and say the letter name and voice.
- Repeat the letter "u" and its voice at least 44-45 times and then tell more vocabulary starting with the letter "u".
  - **For Example:** **/u/** up, **/u/** umpire, **/u/** umbrella
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 45.
- Ask the children to open page no. 55 of the workbook and do the activity 1.

Assessment: 45 Minutes

- Place some objects or pictures of the objects beginning with "u" sound in the class, such as up, umpire, umbrella, uncle and upstairs.
- Ask the students at a time to find an object or a picture which begin with the "u" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of up, umpire, umbrella, uncle and 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 44-45.

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

Class: Playgroup **Subject:** English

page no. 55.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 14 **Day:** 4

Students' Learning Objectives:

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

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

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: up, umpire, umbrella, uncle, upstairs

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 45. ➢ Can you recognize the objects starting with the letter "u"? ➢ What is the difference between a ball and an umbrella? ➢ What is the shape of a ball? ➢ Who catch the ball?	45 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "u" • Explain that they are going to learn how to write the letter "u". • Point to "u" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/u/** … **/u/** for up! Yes, **/u/** … **/u/** for umpire! Yes, **/u/** … **/u/** for umbrella! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "u" on the whiteboard or paste flashcards of the letter "u" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "u" and its vocabulary. • Encourage the students to recognise the sound of letter "u" and find more words having this sound. • Instruct the students how to write letter "u" by using your finger and write with it on flashcard the 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 the letter "u". • Ask the students to complete the tracing activity on workbook pg. 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 'u' words? ➢ Do they remember any of the new vocabulary?	45 Minutes
Homework: Assign the students pg. no. 55-56 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"s, t, u"**

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

Week: 14 **Day:** 5

Students' Learning Objectives:

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

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "s, t, u".
- revise "s, t, u" 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, sparrow, turtle, tomato, train, up, umbrella, umpire

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 can we see the sparrow? ➢ What is the colour of a tomato? ➢ 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? • While reciting the rhymes you must use your body language, have expressions in your voice with varying volume and stress.	30 Minutes

Class: Playgroup **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. 40 to 45 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 pages 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 **'turtle'** is?	Put your finger on the page and tell where the **'train'** is?
Put your finger on the page and tell where the **'up'** is?	Put your finger on the page and tell where the **'umpire'** is?

- Repeat the letters "s, t, u" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "s, t, u".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 's, t, u' on the board.
- Help the students to solve the given Review-7 activities pg. no. 59 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "s, t, u" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "s, t, u" sounds.
- Show the pictures of sun, snake, sparrow, turtle, tomato, train, up, umbrella, umpire 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. 40-45.

- Identify the images given on pg. no. 40-45 of the textbook.
- Practise all the activities given on pg. no. 51-56, 59-60 of the workbook.
- Practise the letters "s, t, u" as written activity.

Evaluation of Learning:

Class: Playgroup **Subject:** English

Evaluation of Teaching:	

Flash Pictures (For Day 2 & Day 3)

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

u	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

umbrella	uncle
umpire	up
under	upstairs

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5)

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

s	tracing letter
t	tracing letter
u	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"v"**

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

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 "v".
- pronounce the words starting with the letter "v" correctly.
- identify the images which are starting with the letter "v".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: vegetable, van, vulture

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "v" Story:	**Time**
A vegetables Cart: Dear children! Ahmed sells fresh vegetables in his village. He travels with the help of his donkey cart. He is an honest seller. Once a van came in front of his donkey cart. The van driver dot alert and stopped his van. He said, "Move aside!". A big vulture was seeing this scene and he was happy to see this all.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a vegetable or vegetable picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Have you eaten this vegetable before? ➢ Name your favourite vegetable?	47 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-second letter "v". • Show them the flash cards of the letter "v" and introduce its sound "vee". • Explain them the initial sound in the name of 'van' is / v /. • Show them a 'van' flash card and instruct the children to say the name of the picture, i.e.	30 Minutes

'van' and emphasize the first sound / v /.

- Tell the story of 'v' 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 **/v/**?	Who sells fresh vegetable?
Where does Ahmed sell his vegetable?	What came in front of his cart?

- 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. 47" on the textbook,
- Show the children the name and sound of the letter 'v' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'v' first, then ask the children.
- Instruct the children to look carefully at the pages of 'v' on the textbook. Then turn your finger on 'v' 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 / v /.

Assessment: 47 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 'v'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

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 "v" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: village, visa, violin

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 travelled in a van? ➢ Name the transport we use to travel one city to another city.	47 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, van - **/v/**, **/v/**, van A van came and stops, Near the vegetable cart.	30 Minutes

Class: Playgroup **Subject:** English

A vulture sees and smiles,
On a tree so high.

- 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 46-47 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 **/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-v-an*.

Put your finger on the page and tell me where **'v'** is?	Put your finger on the page and tell where the **'vulture'** is?
Put your finger on the page and tell where the **'vegetables'** is?	Put your finger on the page and tell where the **'van'** is?

- Write the "v" on the whiteboard and say the letter name and voice.
- Repeat the letter "v" and its voice at least 46-47 times and then tell more vocabulary starting with the letter "v".
  - **For Example:** **/v/** van, **/v/** vulture, **/v/** vegetables
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 47.
- Ask the children to open page no. 57 of the workbook and do the activity 1.

Assessment: 47 Minutes

- Place some objects or pictures of the objects beginning with "v" sound in the class, such as van, vegetables, vulture, village, visa and violin.
- Ask the students at a time to find an object or a picture which begin with the "v" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of van, vegetables, vulture, village, visa and violin 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.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 57.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 15 **Day:** 3

Students' Learning Objectives:

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

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

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: van, vegetables, vulture, village, visa and violin

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 47. ➢ Can you recognize the objects starting with the letter "v"? ➢ What is the difference between a van and a vulture? ➢ How can you send your voice far away? ➢ Which vegetable do you like to eat?	47 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "v" • Explain that they are going to learn how to write the letter "v". • Point to "v" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/v/** … **/v/** for van! Yes, **/v/** … **/v/** for vegetables! Yes, **/v/** … **/v/** for vulture! • Show the students how to write the lower 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 the letter "v" on the whiteboard or paste flashcards of the letter "v" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "v" and its vocabulary. • Encourage the students to recognise the sound of letter "v" and find more words having this sound. • Instruct the students how to write letter "v" by using your finger and write with it on flashcard the 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 the letter "v". • Ask the students to complete the tracing activity on workbook pg. 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? ➢ How many letter are there in the word "van"? ➢ Do they remember any of the new vocabulary?	47 Minutes
Homework: Assign the students pg. no. 57-58 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"w"**

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

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 "w".
- pronounce the words starting with the letter "w" correctly.
- identify the images which are starting with the letter "w".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: wall, water, window

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "w" Story: **Water on the Wall:** Dear children! Wania lives with his brother Wahab in their beautiful house. Wania is kind hearted. Once she saw some thirsty animals and birds. She placed water on the wall of her house. Squirrel and sparrow came there to drink water. Wahab was watching her sister through the window and appreciated her efforts saying, "Well done! Dear sister".	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a glass of water in the classroom. Ask some questions about it. ➢ What is it? ➢ What do we drink when we feel thirsty?	49 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-third letter "w". • Show them the flash cards of the letter "w" and introduce its sound "duble-ewe". • Explain them the initial sound in the name of 'wall' is / w /. • Show them a 'wall' flash card and instruct the children to say the name of the picture, i.e.	30 Minutes

‘wall’ and emphasize the first sound / w /.

- Tell the story of ‘w’ 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 **/w/**?	Where does Wania live?
Where did Wania Placed water?	Who was watching through 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 storytelling process.
- Encourage their participation in natural environment.
- Ask every student to share their views.
- Ask the students to look at the “page no. 49” on the textbook,
- Show the children the name and sound of the letter ‘w’ by using the flash cards.
- In the vocabulary of the story, mark the sound of ‘w’ first, then ask the children.
- Instruct the children to look carefully at the pages of ‘w’ on the textbook. Then turn your finger on ‘w’ 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 / w /.

Assessment: 49 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 ‘w’?

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: Playgroup **Subject:** English

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

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

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 "w" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: wallet, watch, whale

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? ➢ Where do we see a bird? ➢ How can a bird fly?	49 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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/**, wall - **/w/**, **/w/**, wall A bird on the wall, Drinking water in the bowl.	30 Minutes

Class: Playgroup **Subject:** English

A squirrel is also there,
to witness human's care.

- 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 48-49 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 **/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-w-all*.

Put your finger on the page and tell me where **'w'** is?	Put your finger on the page and tell where the **'water'** is?
Put your finger on the page and tell where the **'window'** is?	Put your finger on the page and tell where the **'wall'** is?

- Write the "w" on the whiteboard and say the letter name and voice.
- Repeat the letter "w" and its voice at least 48-49 times and then tell more vocabulary starting with the letter "w".
  - **For Example:** **/w/** wall, **/w/** water, **/w/** window
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 49.
- Ask the children to open page no. 61 of the workbook and do the activity 1.

Assessment: 49 Minutes

- Place some objects or pictures of the objects beginning with "w" sound in the class, such as water, wall, window, wallet, watch and whale.
- Ask the students at a time to find an object or a picture which begin with the "w" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of water, wall, window, wallet, watch and whale. 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.

- Identify the images given on pg. no. 49 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 61.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup

Subject: English

Flash Pictures (For Day 1 & Day 2)

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

V	
	

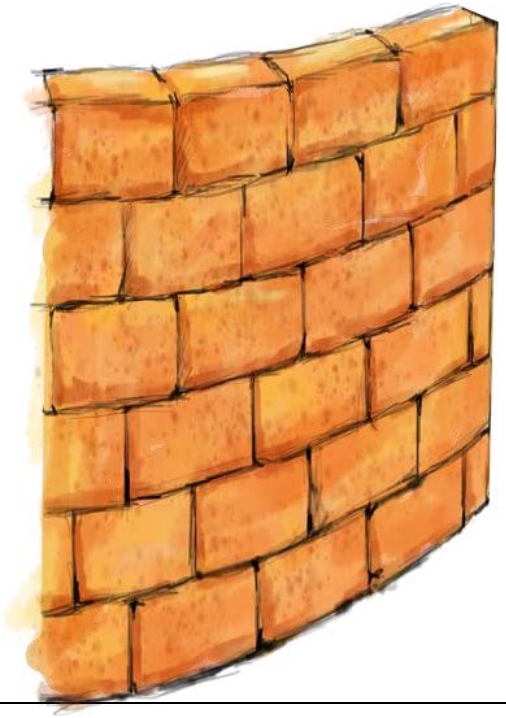
Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2) (Take a print and cut it out and paste it on the chart)	
vegetables	van
vulture	village
visa	violin

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

W	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

wall	window
wallet	water
watch	whale

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 16 **Day:** 1

Students' Learning Objectives:

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

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

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: water, wall, window, wallet, watch, whale

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 49. ➢ Can you recognize the objects starting with the letter "w"? ➢ What is the difference between a window and water? ➢ How many birds are in the picture of "w"? ➢ Who appreciated the Wania?	49 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "w" • Explain that they are going to learn how to write the letter "w". • Point to "w" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/w/** … **/w/** for wall! Yes, **/w/** … **/w/** for water! Yes, **/w/** … **/w/** for window! • Show the students how to write the lower 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 the letter "w" on the whiteboard or paste flashcards of the letter "w" on	30 Minutes

whiteboard. • Repeat the sound of letter "w" and its vocabulary. • Encourage the students to recognise the sound of letter "w" and find more words having this sound. • Instruct the students how to write letter "w" by using your finger and write with it on flashcard the 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 the letter "w". • Ask the students to complete the tracing activity on workbook pg. 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 'w' words? ➢ How many "w" are there in the word window?	49 Minutes
Homework: Assign the students pg. no. 61-62 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

Aquiline

Publishers, Printers & Booksellers

Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"x"**

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

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 "x".
- pronounce the words starting with the letter "x" correctly.
- identify the images which are starting with the letter "x".

Equipment & Material Required:

Audio Visual Aids (Letter "x" 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, fox, box

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "x" Story:

Fox on the Box: Dear children! Zubair was not feeling well. Doctor asked him to get x-ray from laboratory to have an x-ray of his chest and arms. His friend fox was also with him. The fox stood on a box. He was excited to see an x-ray for the first time, "An x-ray!". Zubair showed his x-ray to the fox. Both friends were happy and excited to see an x-ray.

	Time
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take an x-ray in the classroom. Ask some questions about it. ➢ What is it? ➢ What is x-ray used for? ➢ Where can we get an x-ray?	51 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-fourth letter "x". • 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 a '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: Playgroup **Subject:** English

- Tell the story of 'x' 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 **/x/**?	What did doctor advise to Zubair?
Who was Zubair's friend?	Where was fox standing?

- 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. 51" on the textbook,
- Show the children the name and sound of the letter 'x' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'x' first, then ask the children.
- Instruct the children to look carefully at the pages of 'x' on the textbook. Then turn your finger on 'x' 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 / x /.

Assessment: 51 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 'x'?

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: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Vocabulary of the Letter **"x"**
Period (s) / Time: 1 / 40 min **Term:** 1st
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 "x" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

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

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

Vocabulary: six, axe

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? ➢ Where do we see a fox? ➢ Who check our x-ray?	51 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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 The boy has an x-ray,	30 Minutes

He found on the way.
The fox comes and says,
"In the box, it lays!"

- 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 50-51 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 **/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 **'fox'** 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?

- Write the "x" on the whiteboard and say the letter name and voice.
- Repeat the letter "x" and its voice at least 50-51 times and then tell more vocabulary starting with the letter "x".
  - **For Example:** **/x/** x-ray, **/x/** fox, **/x/** box
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 51.
- Ask the children to open page no. 63 of the workbook and do the activity 1.

Assessment: 51 Minutes

- Place some objects or pictures of the objects beginning with "x" sound in the class, such as x-ray, fox, box, six, and axe.
- Ask the students at a time to find an object or a picture which begin with the "x" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of x-ray, fox, box, six, and axe 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 tracing and colouring activity 2 of the workbook given on

page no. 63.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 16 **Day:** 4

Students' Learning Objectives:

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

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

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: x-ray, fox, box, six, axe

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 51. ➢ Can you recognize the objects starting with the letter "x"? ➢ What is the difference between a fox and a box? ➢ Find the rectangle from the picture of "x"? ➢ Who was not feeling well?	51 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "x" • Explain that they are going to learn how to write the letter "x". • Point to "x" 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! • 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. • Tell them that letters can change their forms but their sounds remain the same. • Write the letter "x" on the whiteboard or paste flashcards of the letter "x" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "x" and its vocabulary. • Encourage the students to recognise the sound of letter "x" and find more words having this sound. • Instruct the students how to write letter "x" by using your finger and write with it on flashcard the 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 the letter "x". • Ask the students to complete the tracing activity on workbook pg. no. 64. • 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 'x' words? ➢ Do they remember any of the new vocabulary?	51 Minutes
Homework: Assign the students pg. no. 63-64 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"v, w, x"**

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:

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "v, w, x".
- revise "v, w, x" 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: vegetable, van, vulture, wall, water, window, x-ray, fox, box

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.: ➢ Name your favourite vegetable? ➢ What do we drink when we feel thirsty? ➢ Where can we get x-rays?	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: Playgroup **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. 46 to 51 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 pages 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 **'water'** 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 "v, w, x" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "v, w, x".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'v, w, x' on the board.
- Help the students to solve the given Review-7, 8 activities pg. no. 59, 69 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "v, w, x" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "v, w, x" sounds.
- Show the pictures of vegetable, van, vulture, wall, water, window, x-ray, fox, box 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. 46-51.

- Identify the images given on pg. no. 46-51 of the textbook.
- Practise all the activities given on pg. no. 57-64 of the workbook.

Class: Playgroup **Subject:** English

• Practise the letters “v, w, x” as written activity.	
Evaluation of Learning:	
Evaluation of Teaching:	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

X	
	

Class: Playgroup **Subject:** English

Flash Pictures (For Day 2 & Day 3)

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

box	fox
x-ray	six
axe	

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 5)

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

V	tracing letter
W	tracing letter
X	tracing letter

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"y"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 17 **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 "y".
- pronounce the words starting with the letter "y" correctly.
- identify the images which are starting with the letter "y".

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

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

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

Vocabulary: yogurt, yak, yo-yo

Suggested Teaching Methodologies:
Lecture ☐ Direct Method ☐ Demonstration ☐

Letter "y" Story:	**Time**
Yak likes Yogurt: Dear children! Yaseen is a friendly boy. He loves playing and caring for animals. He saw his Yak friend hungry one day. He got yogurt for him. Yaseen offered yogurt to the Yak. Then he played with his favourite toy, yo-yo. Yak was happy eating yogurt. He Said, "Yummy Yogurt!".	
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 a yak?	53 Minutes
Development **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-fifth letter "y". • Show them the flash cards of the letter "y" and introduce its sound "wye". • Explain them the initial sound in the name of 'yo-yo' is / y /. • Show them a 'yo-yo' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'yo-yo' and emphasize the first sound / y /.

- Tell the story of 'y' 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 **/y/**?	Who is the young boy?
What is the name of Yaseen's friend?	What Yaseen offered to Yak?

- 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. 53" on the textbook,
- Show the children the name and sound of the letter 'y' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'y' first, then ask the children.
- Instruct the children to look carefully at the pages of 'y' on the textbook. Then turn your finger on 'y' 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 / y /.

Assessment: 53 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 'y'?

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:

Daily Lesson Plan

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Class: Playgroup **Subject:** English

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

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

Week: 17 **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 "y" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: yolk, yarn, yellow

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 eaten yogurt? ➢ Do you like to eat yogurt?	53 Minutes
Development **Model Reading:** • Paste the flash cards of the poem 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, O yak, will you eat.	30 Minutes

Class: Playgroup **Subject:** English

With yo-yo, will you 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 52-53 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 **/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-ak.*

Put your finger on the page and tell me where **'y'** is?	Put your finger on the page and tell where the **'yogurt'** is?
Put your finger on the page and tell where the **yo-yo'** is?	Put your finger on the page and tell where the **'yak'** is?

- Write the "y" on the whiteboard and say the letter name and voice.
- Repeat the letter "y" and its voice at least 52-53 times and then tell more vocabulary starting with the letter "y".
  - **For Example:** **/y/** yak, **/y/** yogurt, **/y/** yo-yo
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 53.
- Ask the children to open page no. 65 of the workbook and do the activity 1.

Assessment: 53 Minutes

- Place some objects or pictures of the objects beginning with "y" sound in the class, such as yogurt, yak, yo-yo, yolk, yarn and yellow.
- Ask the students at a time to find an object or a picture which begin with the "y" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of yogurt, yak, yo-yo, yolk, yarn and yellow 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.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on

page no. 65.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 17 **Day:** 3

Students' Learning Objectives:

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

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

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: yogurt, yak, yo-yo, yolk, yarn, yellow

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 53. ➢ Can you recognize the objects starting with the letter "y"? ➢ What is the difference between a yak and yo-yo? ➢ What is the shape of yo-yo? ➢ What is the colour of yogurt?	53 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "y" • Explain that they are going to learn how to write the letter "y". • Point to "y" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/y/** … **/y/** for yogurt! Yes, **/y/** … **/y/** for yo-yo! Yes, **/y/** … **/y/** for yak! • Show the students how to write the lower 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 the letter "y" on the whiteboard or paste flashcards of the letter "y" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "y" and its vocabulary. • Encourage the students to recognise the sound of letter "y" and find more words having this sound. • Instruct the students how to write letter "y" by using your finger and write with it on flashcard the 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 the letter "y". • Ask the students to complete the tracing activity on workbook pg. no. 66. • 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 'y' words? ➢ How many letter are there in the word "yak"?	53 Minutes
Homework: Assign the students pg. no. 65-66 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Introduction to the Letter **"z"**

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

Week: 17 **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 "z".
- pronounce the words starting with the letter "z" correctly.
- identify the images which are starting with the letter "z".

Equipment & Material Required:

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

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: zebra, zoo

Suggested Teaching Methodologies:

Lecture ☐ Direct Method ☐ Demonstration ☐

	Time
Letter "z" Story: **Zebra in the Zoo:** Dear children! Once Zafar went to the zoo. There were so many animals. He saw a zebra there too. Kids with their parents were watching different animals. Everybody was happy and enjoying. All the animals in zoo also seem enjoying, There were kept safe and taken good care.	
Pre-Reading Activities: After warm greetings: • To brainstorm the students, take a zoo picture in the classroom. Ask some questions about it. ➢ What is it? ➢ Where we can see many animals? ➢ Have you ever visited any zoo?	55 Minutes
<u>Development</u> **Model Reading & Methodology:** • Tell the students that we are going to learn English alphabet. • Explain them that we are going to read the twenty-sixth or last letter "z". • Show them the flash cards of the letter "z" and introduce its sound "zed". • Explain them the initial sound in the name of 'zebra' is / z /. • Show them a 'zebra' flash card and instruct the children to say the name of the picture,	30 Minutes

i.e. 'zebra' and emphasize the first sound / z /.

- Tell the story of 'z' with proper impressions, showing the pictures given on pages 54, and 55 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 did Zafar go?
What did he see in the zoo?	Who were watching different animals?

- 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. 55" on the textbook,
- Show the children the name and sound of the letter 'z' by using the flash cards.
- In the vocabulary of the story, mark the sound of 'z' first, then ask the children.
- Instruct the children to look carefully at the pages of 'z' on the textbook. Then turn your finger on 'z' 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 / z /.

Assessment: 55 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 'z'?

Homework:

Ask the students to look carefully at the letter and objects given on the textbook, pg. no 54, 55.

- Identify the images given on pg. no. 55 of the textbook.

Evaluation of Learning:

Evaluation of Teaching:

Daily Lesson Plan

Aquiline

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Class: Playgroup **Subject:** English

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

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

Week: 17 **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 "z" Story) Textbook, Flash Pictures, Whiteboard, Board Marker, Duster

Value Developed:

Love ☐ Care ☐ Happiness ☐ Friendship ☐ Responsibility ☐

Skills Developed:

Writing ☐ Reading ☐ Speaking ☐ Exploration ☐ Observational ☐

Vocabulary: zero, zip

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? ➢ Which animals have black and white stripes on their body? ➢ Where do we see a zebra?	55 Minutes
<u>Development</u> **Model Reading:** • Paste the flash cards of the poem 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 A zebra in the zoo, with friends, many more.	30 Minutes

Class: Playgroup **Subject:** English

The zebra neighs in joy,
Like my tiny toy!

- 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 54-55 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. 55.
- 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-oo*.

Put your finger on the page and tell me where **'z'** 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?	Put your finger on the page and tell where the **'zero'** is?

- Write the "z" on the whiteboard and say the letter name and voice.
- Repeat the letter "z" and its voice at least 54-55 times and then tell more vocabulary starting with the letter "z".
  - **For Example:** **/z/** zebra, **/z/** zoo
- Ask the children to answer the questions given under the heading STEAM.
- Explain the questions to the students and appreciate their participation.
- Now, describe the "Moral Values" to the students given at the edge of page no. 55.
- Ask the children to open page no. 67 of the workbook and do the activity 1.

Assessment: 55 Minutes

- Place some objects or pictures of the objects beginning with "z" sound in the class, such as zebra, zoo, zero and zip.
- Ask the students at a time to find an object or a picture which begin with the "z" sound.
- Ask them to name the object while stressing on the beginning sound. Or
- Show the pictures of zebra, zoo, zero and zip 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 54-55.

- Identify the images given on pg. no. 55 of the textbook.
- Ask the students to solve the tracing and colouring activity 2 of the workbook given on page no. 67.

Class: Playgroup **Subject:** English

Evaluation of Learning:	
Evaluation of Teaching:	

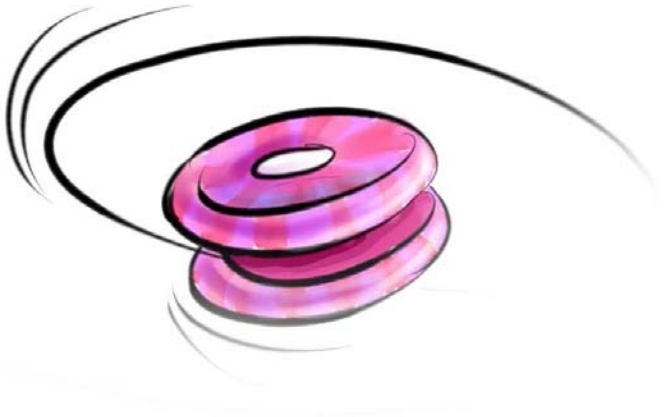
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Class: Playgroup **Subject:** English

Flash Pictures (For Day 1 & Day 2)

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

y	
	

Class: Playgroup **Subject:** English

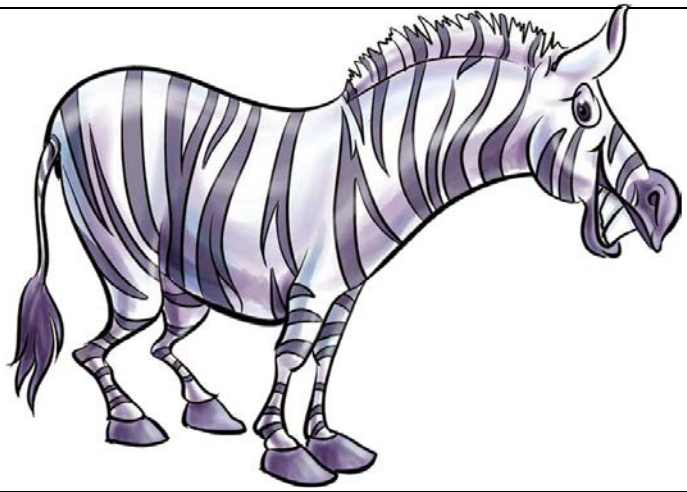
Flash Pictures (For Day 2 & Day 3) (Take a print and cut it out and paste it on the chart)	
yak	yogurt
yo-yo	yolk
yarn	yellow

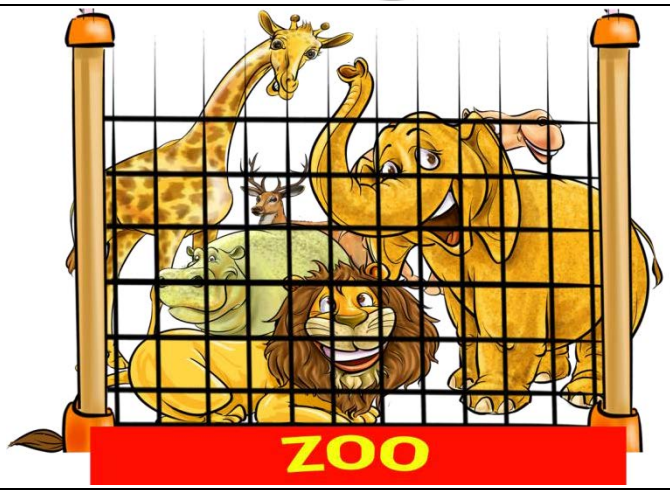
Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

Z





Class: Playgroup **Subject:** English

Flash Pictures (For Day 4 & Day 5)

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

z	zip
zero	zebra
zigzag	zoo

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Class: Playgroup **Subject:** English

Daily Lesson Plan

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

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

Week: 18 **Day:** 1

Students' Learning Objectives:

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

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

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: yogurt, zebra, zoo, zero, zip.

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • To brainstorm the students, ask some questions from textbook pg. no. 55. ➢ Can you recognize the objects starting with the letter "z"? ➢ Which is bigger, a monkey or a zebra? ➢ Do you ever visited the zoo? ➢ Which animal do you like the most?	55 Minutes
Development **Model Reading:** • Tell the students that they are going to learn to write the letter "z" • Explain that they are going to learn how to write the letter "z". • Point to "z" on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **/z/** … **/z/** for zoo! Yes, **/z/** … **/z/** for zebra! • Show the students how to write the lower 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 the letter "z" on the whiteboard or paste flashcards of the letter "z" on whiteboard.	30 Minutes

Class: Playgroup **Subject:** English

• Repeat the sound of letter "z" and its vocabulary. • Encourage the students to recognise the sound of letter "z" and find more words having this sound. • Instruct the students how to write letter "z" by using your finger and write with it on flashcard the 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. **<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 the letter "z". • Ask the students to complete the tracing activity on workbook pg. no. 68. • 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 'z' words? ➢ Do they remember any of the new vocabulary?	55 Minutes
Homework: Assign the students pg. no. 67-68 of the workbook as homework.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: Playgroup **Subject:** English

Daily Lesson Plan

Topic(s): Revision the Letters **"y, z"**
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 18 **Day:** 5

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

- revise the poems with proper actions.
- revise their listening, speaking and imagination skills.
- revise the reading, tracing and writing of "y, z".
- revise "y, z" 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: yogurt, yak, yo-yo, zebra, 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.: ➢ Have you ever seen a yak? ➢ Who has a yo-yo? ➢ Have you ever visited a zoo?	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	30 Minutes

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. 52 to 56 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 pages 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 **'yogurt'** is?	Put your finger on the page and tell where the **'yak'** 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?

- Repeat the letters "y, z" and their voices at least 4-5 times and then tell more vocabulary starting with the letters "y, z".
- 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 a lower case (small) letter for names. Explain that the lower case (small) letter is also used at the beginning of a sentence.
- Show the students how to write the letter 'y, z' on the board.
- Help the students to solve the given Review-8 activities pg. no. 69 of the workbook.

Assessment: 5 Minutes

- Place some objects or pictures of the objects beginning with "y, z" sounds in the class.
- Ask the students at a time to find an object or a picture which begins with "y, z" sounds.
- Show the pictures of yogurt, yak, yo-yo, zebra, 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. 52-56.

- Identify the images given on pg. no. 52-56 of the textbook.
- Practise all the activities given on pg. no. 65-72 of the workbook.
- Practise the letters "y, z" as written activity.

Evaluation of Learning:

Evaluation of Teaching:

Class: Playgroup **Subject:** English

Class: Playgroup **Subject:** English

Flash Pictures (For Day 1)

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

z	zip
zero	zebra
zigzag	zoo

Class: Playgroup **Subject:** English

Tracing Sheet for Practice (Day 2) (Take a print and ask the students to trace the given letters.)	
y	tracing letter
z	tracing letter