

Complimentary Copy—Not For Sale



Teaching Guide

# Handwriting Skills Builder

For Pre-Primary

Pre-Nursery



OXFORD  
UNIVERSITY PRESS

**OXFORD**  
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade mark of  
Oxford University Press in the UK and in certain other countries

Published in Pakistan by  
Oxford University Press  
No.38, Sector 15, Korangi Industrial Area,  
PO Box 8214, Karachi-74900, Pakistan

© Oxford University Press 2024

The moral rights of the author have been asserted

First Edition published in 2024

All rights reserved. No part of this publication may be reproduced, stored in  
a retrieval system, or transmitted, in any form or by any means, without the  
prior permission in writing of Oxford University Press, or as expressly permitted  
by law, by licence, or under terms agreed with the appropriate reprographics  
rights organisation. Enquiries concerning reproduction outside the scope of the  
above should be sent to the Rights Department, Oxford University Press, at the  
address above

You must not circulate this work in any other form  
and you must impose this same condition on any acquirer

ISBN 9789697347629

# Preface

A handwriting book for pre-nursery is a tool designed to help young children practice and enhance their writing abilities. It includes activities and lessons that focus on strengthening fine and gross motor skills, forming letters, and improving writing skills. These books offer a structured way for little ones to develop clear and confident handwriting.

## The purpose of the teaching guide

The purpose of a teaching guide for a handwriting book in pre-nursery is to provide teachers with comprehensive instructions, strategies, and resources to effectively teach handwriting skills to young learners. It offers guidance on how to introduce basic patterns, shapes, and letter formations tailored to the developmental stage of pre-nursery children. The guide includes step-by-step instructions, activities, and methodologies aligned with early childhood learning principles to enhance fine motor skills, letter recognition, and overall handwriting proficiency. Additionally, it offers tips for classroom management, assessment techniques, and ways to engage children in fun and interactive handwriting activities suitable for their age group. Ultimately, the teaching guide aims to support educators in creating a conducive learning environment that fosters early writing skills in pre-nursery children.

# Guidelines for creating and maintaining teaching resources

## Maintaining flash cards:

Teachers can preserve flash cards by utilizing hard laminations for alphabets and their corresponding images (e.g., 'a' with an apple or an ant). These laminated cards, created at the start of the term, can be used throughout the academic year, and even stored for use in subsequent years.

## Soft laminations:

For items like seating arrangement charts or vocabulary words, teachers can cover them with plain plastic sheets. Securing these sheets with paper tape or stapling them at the back of the classroom helps preserve and reuse these resources effectively.

## Crafting DIY mini whiteboards:

In the absence of ready-made mini whiteboards, teachers can cut white card sheets and have them hard laminated at the commencement of the school year. Each sheet can yield approximately six mini whiteboards, ensuring every child has one. This method allows teachers to create as many mini whiteboards as there are students in the class.

## Creating a discovery wall (for the letter 'c' - sample)

Decorate the wall with captivating 'c' word images like cat, car, cake, etc., using vibrant flash cards. Engage the children with textures—a furry cat, spinning car wheels, or textured cake cutouts—encouraging exploration. Highlight 'c' in various sizes and shapes—large cutouts or tracing shapes. Invite the children to trace 'c' with fingers or feel its texture for letter recognition enhancement. This interactive wall fosters sensory learning, aiding young ones in discovering 'c' objects.

## Making play-doh (DIY):

Here's a simple recipe for homemade play-doh using inexpensive ingredients:

### Ingredients:

- 2 cups all-purpose flour
- 3/4 cup salt
- ¼ cup oil
- ½ cup water
- Food colour

### Instructions:

1. Mix the ingredients and knead the dough to make play-doh.
2. Ask the children to make different shapes using the dough.

Store the homemade play-doh in an airtight container or resealable bags when not in use to keep it fresh for longer periods.

## **Making sock puppet (DIY):**

- Grab a clean sock, googly eyes or buttons, glue, and markers.
- Stick googly eyes or draw eyes with markers near the toe end for the face.
- Use markers to draw a smile or mouth just below the eyes.
- Use additional decorations like yarn for hair or fabric scraps for clothes.
- Slip your hand into the sock and start playing with your new puppet creation!

## **DIY sandbox**

### **Materials needed:**

- Shoebox or any similar-sized box with a lid
- Play sand
- Plastic sheet or trash bag (to line the box, optional)
- Small toys or mini shovels (optional)

### **Instructions:**

To make a sandbox, take a shoebox without the lid and fill it with clean sand. Smooth the sand with your hands. You can also put small toys inside, like cars or mini shovels. Remember to cover the sandbox when not playing to keep it clean!

### **Tips:**

Ensure the play sand is clean and free from debris or rocks before pouring it into the shoebox. This small sandbox is great for indoor play or on tabletops but can also be used outside if desired. Always supervise children while playing in the sandbox to ensure safe play and prevent spills.

## The Reggio Emilia approach

The Reggio Emilia approach is an educational philosophy focused on early childhood education that originated in the town of Reggio Emilia in Italy. This approach is based on the belief that children are strong, capable, and centres on the key principles that empower children's active learning, foster collaboration, value environment, encourage expressive languages, and emphasize documentation.

The lesson plans present in this teaching guide are based on the Reggio Emilia approach. This approach believes in children's capabilities, encourages collaborative learning, prioritizes an environment conducive to exploration, promotes various forms of expression, and values documentation for understanding and guiding learning experiences.

## Tips for classroom management

By employing the following methods, the teachers can make the introduction of letters and sounds an enjoyable and engaging experience for pre-nursery children, fostering their enthusiasm for learning.

1. **Multisensory Activities:** Engage multiple senses by incorporating hands-on activities like tracing letters in sand or finger painting the letter's shape. This tactile experience helps reinforce memory and learning.
2. **Interactive Visuals:** Use colourful visuals, flash cards, or posters displaying the letter along with relatable objects or animals whose names start with that sound. This visual aid enhances recognition and understanding.
3. **Movement and Action:** Encourage movement-based activities related to sound. Have the children act out the sound's action or shape using their bodies. Incorporating actions makes learning kinesthetics enjoyable.
4. **Rhymes and Songs:** Introduce rhymes, songs, or short stories associated with the letter. Musical elements help with memory retention and make learning fun and engaging.
5. **Game-Based Learning:** Create simple games or puzzles that involve the letter/sound. Interactive games, such as identifying objects that start with the sound, make learning interactive and captivating.

## Assessment techniques

The following assessment techniques not only evaluate children's understanding of letters/sounds but also keep the assessment process interactive, enjoyable, and aligned with their developmental stage.

1. **Interactive Show-and-Tell:** Encourage the children to bring objects from home that begin with the letter/sound of the day. This interactive activity allows them to showcase their understanding in a fun and personalized way.
2. **Matching Games:** Create a game where children match pictures or objects with the corresponding beginning sound. For instance, show a picture of a ball and ask children to match it with the letter 'b' sound card.
3. **Sensory Tracing or Drawing:** Provide sensory trays or tactile materials like sand, salt, or play-doh for children to trace or draw the letter/sound. Observe their attempts to assess their comprehension.

4. **Sing-Along Sessions:** Engage in sing-along sessions where children actively participate by singing songs or rhymes related to the letter/sound. Their enthusiasm and accuracy in joining in can be a gauge of understanding.
5. **Picture Story Sequencing:** Use a series of pictures representing a story related to the letter/sound. Ask the children to sequence the pictures according to the story they have learned. This helps assess their comprehension and memory.

## **Stimulating handwriting activities**

These tips focus on engaging pre-nursery children in age-appropriate and stimulating handwriting activities, fostering their interest and enthusiasm for learning letters and writing.

1. **Large Motor Movement Activities:** Incorporate activities that engage large motor skills to prepare for handwriting. Encourage actions such as tracing large shapes on the floor using chalk or using oversized crayons to scribble on big sheets of paper. These activities develop arm and shoulder muscles essential for writing.
2. **Sensory Writing:** Introduce sensory activities like finger painting with various textures, using shaving cream on a tabletop for writing practice, or drawing letters in sand. Sensory experiences make handwriting more engaging and memorable.
3. **Letter Play with Everyday Objects:** Utilize everyday objects to form letters. For instance, encourage children to shape letters using play-doh or build them with blocks. This hands-on approach makes learning letters more tangible and enjoyable.
4. **Letter Hunts and Tracing:** Organize letter hunts where children search for specific letters around the classroom or home. Also, provide tracing activities with dotted lines or textured templates to guide them in forming letters.
5. **Interactive Letter Games:** Engage children in interactive games that reinforce letter recognition and formation. Activities like “I spy” using letters, matching games, or tossing a ball while saying a letter and a word starting with that letter make learning playful and enjoyable.

## **Final word**

This holistic approach not only emphasizes the importance of structured instruction but also integrates multisensory and interactive elements that align with the developmental needs of pre-nursery children. From multisensory activities to game-based learning and assessment techniques that resonate with the learning style of young children, the guide provides a well-rounded framework to support both educators and young learners on their handwriting journey.

The teaching guide for the handwriting skills builder for the grade pre-nursery offers a robust foundation for educators to effectively instill and nurture early writing skills. Its multifaceted approach, blending innovative teaching methodologies with engaging activities, fosters an environment that encourages exploration, creativity, and meaningful learning experiences for pre-nursery children.

# Introducing Thera-Putty: A Beneficial Tool for Developmental Growth in Toddlers

Thera-Putty emerges as a dynamic and engaging material designed to cater specifically to the developmental needs of toddlers within the age range of 2.5 to 3.5 years old. It stands as a pliable, tactile substance meticulously formulated to facilitate therapeutic exercises aimed at fostering fine motor skills, sensory exploration, and hand strength in a playful and interactive manner.

This specialized putty, akin to the familiar feel of play-doh, offers varying levels of resistance carefully calibrated to suit the unique abilities and requirements of toddlers in this crucial stage of development. Its flexibility allows for a range of hand movements, providing an enjoyable and beneficial medium for toddlers to engage in exercises that promote dexterity, coordination, and sensory awareness.

Thera-Putty exercises within this age bracket hold immense benefits:

## **Fine Motor Skill Enhancement:**

Through activities involving pinching, squeezing, rolling, and shaping, Thera-Putty exercises aid in refining fine motor skills essential for tasks like grasping objects, drawing, and self-care activities.

## **Hand Strength Development:**

The graded resistance of Thera-Putty helps build hand and finger strength gradually, supporting improved grip and endurance necessary for various daily tasks.

## **Sensory Stimulation:**

Thera-Putty's tactile nature encourages sensory exploration, stimulating touch and proprioceptive senses, thereby aiding in sensory processing and heightened awareness.

## **Attention and Focus:**

Engaging in Thera-Putty exercises encourages toddlers to concentrate and focus, nurturing their attention span and fostering patience and persistence.

## **Versatile Learning Medium:**

Thera-Putty offers diverse ways of engagement, from simple manipulation to more structured exercises, making learning experiences both adaptable and enjoyable.

## **Supportive of Milestones:**

Thera-Putty exercises are tailored to coincide with the developmental milestones of toddlers, supporting their growth across various areas of development.

Thera-Putty serves as an invaluable tool for parents, educators, and therapists seeking to bolster and support the foundational skills crucial for toddlers' growth and development. Its engaging and interactive nature creates a purposeful yet playful environment for toddlers to explore, learn, and thrive as they navigate this critical stage of early childhood.

# PRE-NURSERY WEEKLY LESSON PLAN

|                      |         |
|----------------------|---------|
| <b>Teacher Name:</b> | [Name]  |
| <b>Subject:</b>      | [Name]  |
| <b>Grade:</b>        | [Grade] |
| <b>Level:</b>        | [Level] |

| Week of: |                       | [Week]                 |                          |                          |               |                             |  |                          |                          |                   |
|----------|-----------------------|------------------------|--------------------------|--------------------------|---------------|-----------------------------|--|--------------------------|--------------------------|-------------------|
|          | Objective/Key concept | Instructional Material | Strategies               |                          | Assessment    | Instructional Modifications |  |                          |                          |                   |
| DAY 1    |                       | Text:                  | <input type="checkbox"/> | Intro                    | Homework:     |                             |  |                          |                          |                   |
|          |                       |                        | <input type="checkbox"/> | Explanation              |               |                             |  |                          |                          |                   |
|          |                       | Book:                  | <input type="checkbox"/> | Copy                     | Classwork:    |                             |  |                          |                          |                   |
|          |                       |                        | <input type="checkbox"/> | Guided Practice          |               |                             |  |                          |                          |                   |
|          |                       | Video clip:            | <input type="checkbox"/> | Media                    | Project:      |                             |  | <input type="checkbox"/> | Extended Time            |                   |
|          |                       |                        | <input type="checkbox"/> | Lab                      |               |                             |  | <input type="checkbox"/> | Note-Taking              |                   |
|          |                       | Worksheet:             | <input type="checkbox"/> | Oral reading             | Observe:      |                             |  | <input type="checkbox"/> | Highlighting             |                   |
|          |                       |                        | <input type="checkbox"/> | Class Discussion         |               |                             |  | Quiz:                    | <input type="checkbox"/> | Other Assignments |
|          |                       | TASK OBJ:              | Other:                   |                          |               |                             |  | Test:                    | <input type="checkbox"/> | Other             |
|          |                       |                        |                          | <input type="checkbox"/> | Leftover work |                             |  | Reteach:                 |                          |                   |

|              | Objective/Key concept | Instructional Material | Strategies               |                  | Assessment | Instructional Modifications |       |                          |                          |
|--------------|-----------------------|------------------------|--------------------------|------------------|------------|-----------------------------|-------|--------------------------|--------------------------|
| <b>DAY 2</b> |                       | Text:                  | <input type="checkbox"/> | Intro            | Homework:  |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Explanation      |            |                             |       |                          |                          |
|              |                       | Book:                  | <input type="checkbox"/> | Copy             | Classwork: |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Guided Practice  |            |                             |       |                          |                          |
|              |                       | Video clip:            | <input type="checkbox"/> | Media            | Project:   |                             |       | <input type="checkbox"/> | Extended Time            |
|              |                       |                        | <input type="checkbox"/> | Lab              |            |                             |       | <input type="checkbox"/> | Note-Taking              |
|              |                       | Worksheet:             | <input type="checkbox"/> | Oral reading     | Observe:   |                             |       | <input type="checkbox"/> | Highlighting             |
|              |                       |                        | <input type="checkbox"/> | Class Discussion |            |                             |       | Quiz:                    | <input type="checkbox"/> |
|              | TASK OBJ:             | Other:                 | <input type="checkbox"/> | Leftover work    | Test:      | <input type="checkbox"/>    | Other |                          |                          |
|              |                       |                        |                          |                  | Reteach:   |                             |       |                          |                          |

|              | Objective/Key concept | Instructional Material | Strategies               |                  | Assessment | Instructional Modifications |       |                          |                          |
|--------------|-----------------------|------------------------|--------------------------|------------------|------------|-----------------------------|-------|--------------------------|--------------------------|
| <b>DAY 3</b> |                       | Text:                  | <input type="checkbox"/> | Intro            | Homework:  |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Explanation      |            |                             |       |                          |                          |
|              |                       | Book:                  | <input type="checkbox"/> | Copy             | Classwork: |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Guided Practice  |            |                             |       |                          |                          |
|              |                       | Video clip:            | <input type="checkbox"/> | Media            | Project:   |                             |       | <input type="checkbox"/> | Extended Time            |
|              |                       |                        | <input type="checkbox"/> | Lab              |            |                             |       | <input type="checkbox"/> | Note-Taking              |
|              |                       | Worksheet:             | <input type="checkbox"/> | Oral reading     | Observe:   |                             |       | <input type="checkbox"/> | Highlighting             |
|              |                       |                        | <input type="checkbox"/> | Class Discussion |            |                             |       | Quiz:                    | <input type="checkbox"/> |
|              | TASK OBJ:             | Other:                 | <input type="checkbox"/> | Leftover work    | Test:      | <input type="checkbox"/>    | Other |                          |                          |
|              |                       |                        |                          |                  | Reteach:   |                             |       |                          |                          |

|              | Objective/Key concept | Instructional Material | Strategies               |                  | Assessment | Instructional Modifications |       |                          |                          |
|--------------|-----------------------|------------------------|--------------------------|------------------|------------|-----------------------------|-------|--------------------------|--------------------------|
| <b>DAY 4</b> |                       | Text:                  | <input type="checkbox"/> | Intro            | Homework:  |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Explanation      |            |                             |       |                          |                          |
|              |                       | Book:                  | <input type="checkbox"/> | Copy             | Classwork: |                             |       |                          |                          |
|              |                       |                        | <input type="checkbox"/> | Guided Practice  |            |                             |       |                          |                          |
|              |                       | Video clip:            | <input type="checkbox"/> | Media            | Project:   |                             |       | <input type="checkbox"/> | Extended Time            |
|              |                       |                        | <input type="checkbox"/> | Lab              |            |                             |       | <input type="checkbox"/> | Note-Taking              |
|              |                       | Worksheet:             | <input type="checkbox"/> | Oral reading     | Observe:   |                             |       | <input type="checkbox"/> | Highlighting             |
|              |                       |                        | <input type="checkbox"/> | Class Discussion |            |                             |       | Quiz:                    | <input type="checkbox"/> |
|              | TASK OBJ:             | Other:                 | <input type="checkbox"/> | Leftover work    | Test:      | <input type="checkbox"/>    | Other |                          |                          |
|              |                       |                        |                          |                  | Reteach:   |                             |       |                          |                          |

|              | Objective/Key concept | Instructional Material | Strategies               |                  | Assessment | Instructional Modifications |       |                          |                   |
|--------------|-----------------------|------------------------|--------------------------|------------------|------------|-----------------------------|-------|--------------------------|-------------------|
| <b>DAY 5</b> |                       | Text:                  | <input type="checkbox"/> | Intro            | Homework:  |                             |       |                          |                   |
|              |                       |                        | <input type="checkbox"/> | Explanation      |            |                             |       |                          |                   |
|              |                       | Book:                  | <input type="checkbox"/> | Copy             | Classwork: |                             |       |                          |                   |
|              |                       |                        | <input type="checkbox"/> | Guided Practice  |            |                             |       |                          |                   |
|              |                       | Video clip:            | <input type="checkbox"/> | Media            | Project:   |                             |       | <input type="checkbox"/> | Extended Time     |
|              |                       |                        | <input type="checkbox"/> | Lab              |            |                             |       | <input type="checkbox"/> | Note-Taking       |
|              |                       | Worksheet:             | <input type="checkbox"/> | Oral reading     | Observe:   |                             |       | <input type="checkbox"/> | Highlighting      |
|              |                       |                        | <input type="checkbox"/> | Class Discussion |            |                             |       | <input type="checkbox"/> | Other Assignments |
|              | TASK OBJ:             | Other:                 | <input type="checkbox"/> | Leftover work    | Test:      | <input type="checkbox"/>    | Other |                          |                   |
|              |                       |                        |                          |                  | Reteach:   |                             |       |                          |                   |

**Note for the teacher:** Get the weekly lesson plan photocopied and add before every lesson to maintain records.

# Table of contents

## Section I

|                                       |   |
|---------------------------------------|---|
| Lesson plan 1: Short downward strokes | 1 |
| Lesson plan 2: Horizontal strokes     | 3 |
| Lesson plan 3: Diagonal strokes       | 4 |
| Lesson plan 4: Basic shapes           | 5 |
| Lesson plan 5: Hollow letters         | 6 |

## Section II

|   |    |
|---|----|
| Lesson plan 1: Introducing the sound 'c'  | 7  |
| Lesson plan 2: Introducing the sound 'a'  | 10 |
| Lesson plan 3: Introducing the sound 'o'  | 12 |
| Lesson plan 4: Introducing the sound 'd'  | 14 |
| Lesson plan 5: Introducing the sound 'g'  | 16 |
| Lesson plan 6: Introducing the sound 'q'  | 18 |
| Lesson plan 7: Introducing the sound 'e'  | 20 |
| Lesson plan 8: Introducing the sound 'f'  | 22 |
| Lesson plan 9: Introducing the sound 's'  | 24 |
| Lesson plan 10: Introducing the sound 'r' | 26 |
| Lesson plan 11: Introducing the sound 'm' | 28 |
| Lesson plan 12: Introducing the sound 'n' | 30 |
| Lesson plan 13: Introducing the sound 'h' | 32 |
| Lesson plan 14: Introducing the sound 'b' | 34 |
| Lesson plan 15: Introducing the sound 'k' | 36 |
| Lesson plan 16: Introducing the sound 'l' | 38 |
| Lesson plan 17: Introducing the sound 'i' | 40 |
| Lesson plan 18: Introducing the sound 'j' | 42 |
| Lesson plan 19: Introducing the sound 't' | 44 |
| Lesson plan 20: Introducing the sound 'u' | 46 |
| Lesson plan 21: Introducing the sound 'y' | 48 |

|   |    |
|---|----|
| Lesson plan 22: Introducing the sound 'p'                         | 50 |
| Lesson plan 23: Introducing the sound 'v'                         | 52 |
| Lesson plan 24: Introducing the sound 'w'                         | 54 |
| Lesson plan 25: Introducing the sound 'z'                         | 56 |
| Lesson plan 26: Introducing the sound 'x'                         | 58 |
| Lesson plan 27: Tracing beginning sounds and colouring            | 60 |
| Lesson plan 28: Revision - Tracing beginning sounds and colouring | 61 |
| Lesson plan 29: Ending sounds tracing and colouring               | 62 |
| Lesson plan 30: Revision - Ending sounds tracing and colouring    | 63 |
| Lesson plan 31: Tracing numbers in words (1-10)                   | 64 |
| Lesson plan 32: Revision of small letters (a-z)                   | 66 |
| Lesson plan 33: Introduction to capital letters (A-Z)             | 67 |
| Lesson plan 34: Tracing first letters of days of the week         | 69 |
| Lesson plan 35: Joining alphabetical dots                         | 70 |

## Section III

|  |     |
|--|-----|
| Worksheet 1: Letter hunt!                      | 75  |
| Worksheet 2-27: Trace and copy A-Z             | 76  |
| Worksheets 28-53: Trace and copy letters Aa-Zz | 102 |
| Worksheet 54: Trace and copy letters a-z       | 128 |
| Worksheet 55: Trace the numbers in words       | 132 |
| Photocopiable cutouts of letters a-z           | 138 |

# Section I

## Lesson plan 1: Tracing the patterns – short downward strokes

### Materials required:

- Mini whiteboard with dry erase markers/Mini blackboard with chalk
- Handwriting book
- Sandbox/tray
- Pencils

### Pre-activity preparation:

Ensure sandboxes/trays and play-doh are ready.

### Introduction to tracing:

Introducing tracing to children involves a step-by-step process that nurtures their fine motor skills and hand-eye coordination. Initially, begin with basic shapes like straight lines, circles, squares, and triangles, providing clear outlines for them to trace. Show the children how to hold a pencil correctly and guide them on tracing lines gently and steadily.

Inform them that different squiggly or straight lines join together to make an object or letter.

Supply tracing worksheets with larger, simpler shapes before progressing to more complex ones. Incorporate multi-sensory materials like sand or finger paint to diversify their experience. Guided practice, individual or in small groups, offers a chance to correct and encourage children as they trace.

### Introduction to rain:

Introducing the concept of rain can be an exciting journey into the natural world. Rain is water that falls from clouds in the sky. It's like nature's shower! Explain that when clouds get heavy, they release tiny water droplets that fall to the ground as rain. Rain is essential for plants, trees, and animals to grow and stay healthy.

You can make it fun by talking about rainbows that sometimes appear after rain, showing beautiful colours in the sky. Tell them about the sound of raindrops hitting the ground, making a soothing sound that can be relaxing to listen to. You can also engage them in simple activities like creating raindrop artwork or using blue paint to make raindrop shapes on paper. Encourage their curiosity about rain by discussing how it helps flowers bloom and fills rivers and lakes. Rain is nature's way of giving the Earth a drink!

### Sandbox activity:

Introduce the sandbox and demonstrate how to create wavy lines. Relate the shape of things to the children might recognize, like curly hair or sea waves. Encourage them to trace patterns in the sandbox using their fingers, ensuring they grasp the movements correctly.

## **Class activities:**

### **Air writing - vertical and wavy lines:**

Demonstrate drawing vertical and wavy lines in the air and have the children follow suit, ensuring they maintain space and follow instructions accurately.

### **Posture and Writing Skills:**

Guide the children on sitting properly, correct hand placement, and pencil holding. Have them draw lines on mini white/blackboards, erasing and repeating as necessary until they grasp the technique.

### **Teacher's Guidance:**

Observe the children closely during activities, repeating instructions as needed for better understanding. This lesson plan aims to introduce patterns, familiarize the children with book handling, and encourage the development of their fine motor skills through various engaging activities.

# Lesson plan 2: Tracing the patterns – horizontal strokes

## Materials required:

- Mini whiteboard with dry erase markers/Mini blackboard with chalk
- Handwriting book
- Sandbox/tray
- Pencils

## Pre-activity preparation:

Ensure sandboxes/trays are ready for the activity.

## Introduction to tracing horizontal strokes:

Introducing tracing of horizontal strokes to pre-nursery children involves a progressive approach that cultivates their fine motor skills. Start by introducing basic horizontal lines, demonstrating clear and simple strokes for children to mimic. Show them how to hold a pencil correctly and guide them in tracing horizontal lines gently and steadily.

Explain that these lines are straight and go from left to right or right to left, just like the movement of a toy car on a road or a train on tracks.

Provide tracing worksheets with larger, easy-to-follow horizontal lines before advancing to more intricate patterns. Incorporate various sensory materials such as sand or finger paint to diversify their experience with tracing.

## Class activities:

### Air writing - horizontal lines:

Demonstrate drawing horizontal lines in the air and have the children imitate the movement, maintaining proper space between each other and following instructions accurately.

### Practice in handwriting books:

Guide the children to sitting properly and holding pencils correctly. Encourage them to practice drawing horizontal lines in their handwriting books, correcting and repeating the process as needed for better understanding.

### Sandbox activity:

Introduce the sandbox and demonstrate how to create straight horizontal lines. Encourage the children to trace horizontal lines in the sandbox using their fingers, ensuring they replicate the movements accurately.

### Teacher's guidance:

Pay close attention to the children's progress during activities, providing assistance and repeating instructions to ensure their comprehension.

# Lesson plan 3: Tracing the patterns – diagonal strokes

## Materials required:

- Mini whiteboard with dry erase markers/Mini blackboard with chalk
- Handwriting book
- Sandbox/tray
- Pencils

## Pre-activity preparation:

Ensure sandboxes/trays are prepared for the activity.

## Introduction to tracing diagonal strokes:

Introducing tracing of diagonal strokes involves a gradual approach aimed at developing their fine motor skills. Begin by introducing basic diagonal lines, illustrating clear and simple strokes for children to mimic. Demonstrate the proper pencil grip and guide them in tracing diagonal lines gently and steadily.

Explain that these lines slant and go from one corner to another, like the roof of a house or the slide in a playground.

Provide tracing worksheets with larger, easy-to-follow diagonal lines before progressing to more intricate patterns. Integrate sensory materials like sand or finger paint to diversify their experience in tracing.

## Class activities:

### Air writing - diagonal lines:

Demonstrate drawing diagonal lines in the air and have the children imitate the movement, maintaining adequate space between each other and following instructions accurately.

### Handwriting practice:

Guide the children on correct posture and pencil grip. Encourage them to practice drawing diagonal lines in their handwriting books, offering corrections and repetition as necessary for improved understanding.

### Sandbox activity:

Introduce the sandbox and demonstrate how to create diagonal lines. Encourage the children to trace diagonal lines in the sandbox using their fingers, ensuring they replicate the movements accurately.

### Teacher's support:

Monitor the children's progress during activities, offering guidance and repeating instructions to ensure comprehension and proper skill development.

# Lesson plan 4: Tracing the patterns – basic shapes

## Materials required:

- Mini whiteboard with dry erase markers/Mini blackboard with chalk
- Handwriting book
- Sandbox/tray
- Pencils

## Pre-activity preparation:

Ensure sandboxes/trays are ready for the activity.

## Introduction to tracing basic shapes/strokes:

Introducing tracing of basic shapes and strokes to the children involves a progressive approach that enhances their fine motor skills. Start by introducing simple strokes for children to replicate. Demonstrate proper pencil grip and guide them in tracing these strokes gently and steadily.

Explain the characteristics of each stroke — lines can be straight or curved.

Provide tracing worksheets with larger, easy-to-follow strokes before advancing to more complex ones.

Incorporate various sensory materials such as sand or finger paint to diversify their experience with tracing different strokes and shapes.

## Class activities:

### 1. Air writing - basic shapes/strokes:

Demonstrate drawing strokes and lines in the air and have the children imitate the movements. Ensure they maintain an appropriate space between each other and follow instructions accurately.

### 2. Practice in handwriting books:

Guide the children on correct posture and pencil grip. Encourage them to practice tracing basic shapes and strokes in their handwriting books, offering corrections and repetition as necessary for better understanding.

### 3. Sandbox activity:

Introduce the sandbox and demonstrate how to trace basic shapes and strokes. Encourage the children to trace shapes and strokes in the sandbox using their fingers, ensuring they replicate the movements accurately.

## Teacher's guidance:

Monitor the children's progress during activities, offering guidance and repeating instructions to ensure comprehension and skill development.

# Lesson plan 5: Tracing the patterns – hollow letters

## Materials required:

- Mini whiteboard with dry erase markers/Mini blackboard with chalk
- Handwriting book with letter outlines
- Sandbox/tray
- Pencils

## Pre-activity preparation:

Ensure sandboxes/trays are ready for the activity.

## Introduction to tracing hollow letters:

Introducing tracing of hollow letters to pre-nursery children involves developing their fine motor skills and hand-eye coordination. Start by introducing letters with hollow outlines (such as 'c', 'a', 'o', etc.) shown clearly in the handwriting book. Show the children how to hold a pencil correctly and guide them in tracing the outlines gently and steadily.

Explain that these letters have a shape with empty spaces inside. Highlight the shapes of the letters and show that tracing follows the outline of the letter without filling it in completely.

Provide handwriting books with larger, easy-to-follow hollow letters before advancing to more intricate letters. Incorporate various sensory materials such as sand or finger paint to diversify their tracing experience.

## Class activities:

### 1. Air writing - hollow letters:

Demonstrate drawing hollow letters in the air ('c', 'a', 'o', etc.) and have the children imitate the movements. Ensure they maintain an appropriate space between each other and follow instructions accurately.

### 2. Practice in handwriting books:

Guide the children on correct posture and pencil grip. Encourage them to practice tracing hollow letters in their handwriting books, offering corrections and repetition as necessary for better understanding.

### 3. Sandbox activity:

Introduce the sandbox and demonstrate how to trace hollow letters. Encourage the children to trace the hollow letters in the sandbox using their fingers, ensuring they replicate the movements accurately along the outlines.

## Teacher's guidance:

Monitor the children closely during activities, offering assistance and repeating instructions as needed to ensure their comprehension and proper tracing technique.

## Section II

### Lesson plan 1: Introducing the sound 'c'

**Methodology (This methodology is deeply integrated in all of the following lesson plans):**

**Reggio Emilia Approach:** The Reggio Emilia method encourages hands-on exploration, creativity, and child-led learning. The lesson will integrate multisensory experiences, interactive visuals, and engaging activities to introduce the sound (for example 'c') to pre-nursery children.

#### **Materials required:**

- Flash cards with pictures starting with 'c' (cat, cup, car, etc.)
- Large cutouts of the letter 'c'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'c' related images

#### **Pre-lesson activity:**

##### **1. 'c' discovery wall:**

Set up a wall display with pictures of 'c' words, inviting children to explore and interact with the objects related to the sound 'c'.

##### **2. Sandbox activity:**

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'c'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'c' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

#### **Classwork:**

##### **1. Introduction through visuals:**

Use flash cards with images starting with 'c' to introduce the sound to the children. Engage them in identifying and repeating the sound.

##### **2. Interactive storytime:**

Read the following story featuring 'c' words. Encourage the children to identify and repeat words with the 'c' sound. Example story:

**A cow meets a cub.  
The cow has a comb. The cub has a curly coat.  
The curious cub creeps to the calm cow.  
The cow and the cub enjoy cake.**

### **3. Multisensory play-doh fun:**

Provide play-doh for children to mould the letter 'c' and objects that start with the 'c' sound. This tactile activity enhances letter recognition and fine motor skills.

### **4. Group activity:**

Organize the children into teams of four, providing each group with a cutout of the letter 'c' made from lentils or rice (prepared in advance). Guide them to trace the letter 'c' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'c' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'c' in the air.

### **6. Letter tracing and colouring:**

Distribute colouring sheets with 'c' images. Ask the children to recognize the pictures present on the page. Then, encourage them to trace and colour the letter 'c'.

## **Techniques to make the lesson more interesting and attractive:**

By integrating the following diverse and interactive teaching techniques, the lesson aims to create an engaging and enjoyable learning environment that fosters early understanding and appreciation for the sound 'c' among pre-nursery children, following the principles of the Reggio Emilia approach.

### **1. Music and movement:**

Incorporate a 'c' song or rhyme, encouraging children to perform actions related to the sound 'c'. Example rhyme:

**Curly cat in a cap,  
Clap your hands, clap, clap, clap!  
Cookie in a can, can, can, can!**

### **2. Group collaboration:**

Encourage collaborative activities where children work in pairs or groups to recognize and name 'c' objects.

### **3. Outdoor exploration:**

Organize a nature walk to find 'c' objects in the environment, enhancing their observational skills. Encourage to sound out words car, crow, etc.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'c' objects or by making their own 'c' flash cards.

## 5. Puppet show:

Use puppets to enact a short skit featuring characters or objects with the 'c' sound, making the learning experience more engaging and memorable.

## Additional activities that will help your child learn words with 'c'

### Let's make cookies

1. Get the children involved in engaging and participative activities to learn the letter 'c' like making different types of cookies.
2. Ask the children to bring a big cookie jar and then label it.
3. Make cookies using cardboard cutouts and write words with the letter 'c' on every cookie.
4. Pass on the jar to the children and ask them to pick one cardboard cookie out of the jar and read aloud the word.

### Homework:

- Ask the children to find an object at home that starts with the 'c' sound. Encourage them to share and discuss their findings during the next class.

Or

- Ask the children to find and bring an object from home that starts with the 'c' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 2: Introducing the sound ‘a’

## Materials required:

- with pictures starting with ‘a’ (apple, alligator, astronaut, etc.)
- Large cutouts of the letter ‘a’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘a’ related images

## Pre-lesson activity:

### 1. ‘a’ Discovery wall:

Set up a wall display with pictures of ‘a’ words, inviting children to explore and interact with the objects related to the sound ‘a’.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘a’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘a’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘a’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read the following story featuring ‘a’ words. Encourage the children to identify and repeat words with the ‘a’ sound. Example story:

**Ant climbed the apple tree.**

**Astronauts fly high in the sky.**

**Anna admires the stars, aiming high.**

**Ape applauds, applauds as apples go by.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘a’ and objects that start with the ‘a’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘a’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘a’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'a' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'a' in the air.

## 6. Letter tracing and colouring:

Distribute colouring sheets with 'a' images. Ask the children to recognize the pictures present on the page. Then, encourage them to trace and colour the letter 'a'.

## Techniques to make the lesson more interesting and attractive

By integrating the following diverse and interactive teaching techniques, the lesson aims to create an engaging and enjoyable learning environment that fosters early understanding and appreciation for the sound 'A' among pre-nursery children, following the principles of the Reggio Emilia approach.

### 1. Music and movement:

Incorporate an 'a' song or rhyme, encouraging children to perform actions related to the sound 'a'. (Example rhyme:

**Anna, an ant, ate an apple.**

**A big alligator asked for an acorn.**

**An astronaut aims for the stars from afar.**

### 2. Group collaboration:

Encourage collaborative activities where children work in pairs or groups to recognize and name 'a' objects.

### 3. Outdoor exploration:

Organize a nature walk to find 'a' objects in the environment, enhancing their observational skills.

### 4. Artistic expression:

Integrate art by allowing children to create a collage using pictures of 'a' objects or by making their own 'a' flash cards.

### 5. Puppet show:

Use puppets to enact a short skit featuring characters or objects with the 'a' sound, making the learning experience more engaging and memorable.

## Additional activities that will help your child learn words with 'a'

### Let's make an adventure map

1. Create an adventure map using the letter 'a'. Ask the children to draw an ant hill, an apple tree, and an astronaut in their adventure map.
2. Label the adventure map with 'a' words and encourage them to tell a story related to their adventure. If the children are having difficulty creating the story, help them with the starting and then encourage them to continue where you leave off.

## Homework:

Ask the children to find an object at home that starts with the 'a' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 3: Introducing the sound 'o'

## Materials required:

- Flash cards with pictures starting with 'o' (octopus, orange, owl, etc.)
- Large cutouts of the letter 'o'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'o' related images

## Pre-lesson activity:

### 1. 'o' Discovery wall:

Create a wall display with various 'o' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'o'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'o' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'o' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive Storytime:

Read a short story featuring 'o' words. Encourage children to identify and repeat words with the 'o' sound.

Example story:

**Owl flies at night.**

**Octopus has many arms, such a sight!**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'o' and objects that start with the 'o' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'o' made from lentils or rice (prepared in advance). Guide them to trace the letter 'o' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'o' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'o' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'o' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'o'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'o' song or rhyme, encouraging actions related to the sound 'o'.

Example rhyme:

**Orange, orange, round and bright,  
Owl hoots in the silent night.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'o' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'o' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'o' objects or by making their own 'o' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'o' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'o':**

### **Let's create an ocean scene**

1. Provide materials for the children to create an ocean scene using blue paper, drawings of fish, and cutouts of an octopus and an orange.
2. Ask them to label the scene with 'o' words and encourage them to discuss their artwork and their favourite 'o' objects.

## **Homework:**

- Ask children to find an object at home that starts with the 'o' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 4: Introducing the sound 'd'

## Materials required:

- Flash cards with pictures starting with 'd' (dog, duck, doll, etc.)
- Large cutouts of the letter 'd'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'd' related images

## Pre-lesson activity:

### 1. 'd' Discovery wall:

Create a wall display with various 'd' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'd'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'd' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'd' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'd' words. Encourage children to identify and repeat words with the 'd' sound.

Example story:

**Dog digs in the dirt.**

**Duck dances in the pond, isn't that a quirk!**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'd' and objects that start with the 'd' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'd' made from lentils or rice (prepared in advance). Guide them to trace the letter 'd' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'd' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'd' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'd' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'd'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'd' song or rhyme, encouraging actions related to the sound 'd'.

Example rhyme:

**Dog dances all day long,  
Duck dives and sings a song.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'd' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'd' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'd' objects or by making their own 'd' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'd' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'd':**

### **Let's build a den**

1. Provide materials for children to create a den using blankets and cardboard.
2. Ask them to label the den with 'd' words and encourage them to share stories about dens and their favourite 'd' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'd' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 5: Introducing the sound 'g'

## Materials required:

- Flash cards with pictures starting with 'g' (goat, gift, guitar, etc.)
- Large cutouts of the letter 'g'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'g' related images

## Pre-lesson activity:

### 1. 'g' Discovery wall:

Create a wall display with various 'g' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'g'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'g' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'g' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'g' words. Encourage children to identify and repeat words with the 'g' sound.

Example story:

**Goat grazes on green grass.**

**Gifts are given to the giant with a glass.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'g' and objects that start with the 'g' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'g' made from lentils or rice (prepared in advance). Guide them to trace the letter 'g' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'g' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'g' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'g' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'g'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'g' song or rhyme, encouraging actions related to the sound 'g'.

Example rhyme:

**Go, go, goat on the ground,  
Green grass growing all around!**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'g' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'g' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'g' objects or by making their own 'g' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'g' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'g':**

### **Let's create a gift box**

1. Provide materials for children to create a gift box using colourful papers and ribbons.
2. Ask them to label the gift box with 'g' words and encourage them to share stories about gifts and their favourite 'g' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'g' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 6: Introducing the sound 'q'

## Materials required:

- Flash cards with pictures starting with 'q' (queen, quilt, question, etc.)
- Large cutouts of the letter 'q'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'q' related images

## Pre-lesson activity:

### 1. 'q' Discovery wall:

Create a wall display with various 'q' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'q'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'q' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'q' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'q' words. Encourage children to identify and repeat words with the 'q' sound.

Example story:

**The queen wore a quilt.**

**Quick questions quirked the quiet.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'q' and objects that start with the 'q' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'q' made from lentils or rice (prepared in advance). Guide them to trace the letter 'q' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'q' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'q' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'q' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'q'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'q' song or rhyme, encouraging actions related to the sound 'q'.

Example rhyme:

**Quietly the queen quilted,  
Quirky questions quickly quivered.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'q' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'q' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'q' objects or by making their own 'q' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'q' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'q':**

### **Let's create a quilt**

1. Provide materials for children to create a simple paper quilt using coloured paper and glue.
2. Ask them to label the quilt with 'q' words and encourage them to share stories about quilts or their favourite 'q' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'q' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 7: Introducing the sound 'e'

## Materials required:

- Flash cards with pictures starting with 'e' (elephant, egg, elephant, etc.)
- Large cutouts of the letter 'e'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'e' related images

## Pre-lesson activity:

### 1. 'e' Discovery wall:

Create a wall display with various 'e' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'e'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'e' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'e' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'e' words. Encourage children to identify and repeat words with the 'e' sound.

Example story:

**Elephant eats an egg.**

**Ellie enjoys exploring the edge.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'e' and objects that start with the 'e' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'e' made from lentils or rice (prepared in advance). Guide them to trace the letter 'e' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'e' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'e' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'e' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'e'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'e' song or rhyme, encouraging actions related to the sound 'e'.

Example rhyme:

**Ellie the elephant eats an egg,  
Excitedly exploring her wooden ledge.**

### **2. Group collaboration:**

Engage the children in collaborative activities where they work together to recognize and name 'e' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'e' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'e' objects or by making their own 'e' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'e' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'e':**

### **Let's create an elephant stuffed toy**

1. Provide materials for children to create an elephant stuffed toy using paper and colours.
2. Ask them to label the elephant craft with 'e' words and encourage them to share stories about elephants or their favourite 'e' objects.

## **Homework:**

Ask the children to find an object at home that starts with the 'e' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 8: Introducing the sound ‘f’

## Materials required:

- Flash cards with pictures starting with ‘f’ (fish, frog, flower, etc.)
- Large cutouts of the letter ‘f’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘f’ related images

## Pre-lesson activity:

### 1. ‘f’ Discovery wall:

Create a wall display with various ‘f’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘f’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘f’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘f’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘f’ words. Encourage children to identify and repeat words with the ‘f’ sound.

Example story:

**Fish swim fast.**

**Friendly frog jumps on the grass.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘f’ and objects that start with the ‘f’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘f’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘f’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'f' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'f' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'f' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'f'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'f' song or rhyme, encouraging actions related to the sound 'f'.

Example rhyme:

**Friendly frog jumps so high,  
Fluffy clouds floating in the sky.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'f' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'f' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'f' objects or by making their own 'f' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'f' sound, making the learning experience more engaging.

## **Additional activity to enhance learning with 'f':**

### **Let's create a flower garden**

1. Provide materials for children to create a flower garden using paper and colours.
2. Ask them to label the flower garden with 'f' words and encourage them to share stories about flowers or their favourite 'f' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'f' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 9: Introducing the sound 's'

## Materials Required:

- Flash cards with pictures starting with 's' (sun, snake, star, etc.)
- Large cutouts of the letter 's'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 's' related images

## Pre-lesson activity:

### 1. 's' Discovery wall:

Create a wall display with various 's' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 's'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 's' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 's' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 's' words. Encourage children to identify and repeat words with the 's' sound.

Example story:

**Silly snake slithers silently.**

**Shiny stars sparkle in the sky.**

### 3. Multisensory play-doh fun:

Provide play-doh for the children to mould the letter 's' and objects that start with the 's' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 's' made from lentils or rice (prepared in advance). Guide them to trace the letter 's' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

## **5. Kinesthetic learning:**

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 's' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 's' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 's' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 's'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 's' song or rhyme, encouraging actions related to the sound 's'.

Example rhyme:

**Silly snake swiftly slides,  
Sparkling stars in the skies.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 's' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 's' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 's' objects or by making their own 's' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 's' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 's':**

### **A. Let's create a solar system**

1. Provide materials for the children to create a simple paper solar system using colours and shapes.
2. Ask them to label the solar system with 's' words and encourage them to share stories about space or their favourite 's' objects.

### **B. Let's create a stuffed snake**

1. Provide materials for the children to create a simple paper or cloth stuffed snake using old/discarded pieces of clothes.
2. Ask them to name the snake with the letter 's' and encourage them to share stories about snake or their favourite pets starting with the letter 's'.

## **Homework:**

Ask children to find an object at home that starts with the 's' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 10: Introducing the sound 'r'

## Materials required:

- Flash cards with pictures starting with 'r' (rabbit, rainbow, rocket, etc.)
- Large cutouts of the letter 'r'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'r' related images

## Pre-lesson activity:

### 1. 'r' Discovery wall:

Create a wall display with various 'r' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'r'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'r' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'r' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'r' words. Encourage children to identify and repeat words with the 'r' sound.

Example story:

**Rowdy rabbit runs swiftly.**

**Radiant rainbow paints the sky.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'r' and objects that start with the 'r' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'r' made from lentils or rice (prepared in advance). Guide them to trace the letter 'r' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'r' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'r' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'r' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'r'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'r' song or rhyme, encouraging actions related to the sound 'r'.

Example rhyme:

**Raccoon runs, races around,  
Red rocket roaring with sound.**

### **2. Group collaboration:**

Engage the children in collaborative activities where they work together to recognize and name 'r' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'r' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing the children to create a collage using pictures of 'r' objects or by making their own 'r' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'r' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'r':**

### **A. Let's create a rocket craft**

1. Provide materials for the children to create a simple rocket craft using paper and colours.
2. Ask them to label the rocket with 'r' words and encourage them to share stories about space or their favourite 'r' objects.

### **B. Let's create a rainbow painting**

3. Provide art supplies for the children to paint a rainbow.
4. Encourage them to label the colours of the rainbow with 'r' words and share stories related to rainbows or their favourite 'r' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'r' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 11: Introducing the sound ‘m’

## Materials required:

- Flash cards with pictures starting with ‘m’ (monkey, moon, mouse, etc.)
- Large cutouts of the letter ‘m’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘m’ related images

## Pre-lesson activity:

### 1. ‘m’ Discovery wall:

Create a wall display with various ‘m’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘m’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘m’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘m’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘m’ words. Encourage children to identify and repeat words with the ‘m’ sound.

Example story:

**Mischievous monkey munches mangoes.**

**Magical moon shines brightly above.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘m’ and objects that start with the ‘m’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘m’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘m’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘m’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘m’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'm' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'm'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'm' song or rhyme, encouraging actions related to the sound 'm'.

Example rhyme:

**Merry mouse munches merrily,  
Magical moon glowing peacefully.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'm' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'm' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'm' objects or by making their own 'm' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'm' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'm':**

### **A. Let's create a moon craft**

1. Provide materials for the children to create a simple moon craft using paper and colours.
2. Ask them to label the moon with 'm' words and encourage them to share stories about space or their favourite 'm' objects.

### **B. Let's create a mouse craft**

1. Provide materials for the children to create a simple mouse craft using paper and colours.
2. Encourage them to label the mouse with 'm' words and share stories related to mice or their favourite 'm' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'm' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 12: Introducing the sound ‘n’

## Materials required:

- Flash cards with pictures starting with ‘n’ (nest, nurse, nose, etc.)
- Large cutouts of the letter ‘n’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘n’ related images

## Pre-lesson activity:

### 1. ‘n’ Discovery wall:

Create a wall display with various ‘n’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘n’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘n’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘n’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘n’ words. Encourage children to identify and repeat words with the ‘n’ sound.

Example story:

**Nervous nurse nurtures newborns.**

**Naughty squirrel nibbles nuts.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘n’ and objects that start with the ‘n’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘n’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘n’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘n’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘n’ in the air.

## 6. Letter tracing and colouring:

Distribute colouring sheets with 'n' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'n'.

## Techniques to make the lesson more interesting and attractive:

### 1. Music and movement:

Incorporate an 'n' song or rhyme, encouraging actions related to the sound 'n'.

Example rhyme:

**Noisy newts navigate nearby,  
Nimble ninja never says goodbye.**

### 2. Group collaboration:

Engage children in collaborative activities where they work together to recognize and name 'n' objects.

### 3. Outdoor exploration:

Organize a short outdoor session to find 'n' objects in the environment, enhancing their observational skills.

### 4. Artistic expression:

Integrate art by allowing children to create a collage using pictures of 'n' objects or by making their own 'n' flash cards.

### 5. Puppet show:

Use puppets to act out a short story involving characters or objects with the 'n' sound, making the learning experience more engaging.

## Additional activities to enhance learning with 'n':

### A. Let's create a nest craft

1. Provide materials for the children to create a simple nest craft using paper and colours.
2. Ask them to label the nest with 'n' words and encourage them to share stories about birds or their favourite 'n' objects.

### B. Let's create a nose craft

1. Provide materials for the children to create a simple nose craft using paper and colours.
2. Encourage them to label the nose with 'n' words and share stories related to noses or their favourite 'n' objects.

## Homework:

Ask children to find an object at home that starts with the 'n' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 13: Introducing the sound ‘h’

## Materials required:

- Flash cards with pictures starting with ‘h’ (hat, horse, house, etc.)
- Large cutouts of the letter ‘h’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘h’ related images

## Pre-lesson activity:

### 1. ‘h’ Discovery wall:

Create a wall display with various ‘h’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘h’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘h’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘h’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘h’ words. Encourage children to identify and repeat words with the ‘h’ sound.

Example story:

**Happy horse hops in the field.  
Helpful hummingbird hovers near.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘h’ and objects that start with the ‘h’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘h’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘h’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘h’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘h’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'h' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'h'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'h' song or rhyme, encouraging actions related to the sound 'h'.

Example rhyme:

**Happy humming,  
high and low,  
House on the hill,  
a lovely show.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'h' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'h' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'h' objects or by making their own 'h' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'h' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'h':**

### **A. Let's create a hat craft**

1. Provide materials for the children to create a simple hat craft using paper and colours.
2. Ask them to label the hat with 'h' words and encourage them to share stories about hats or their favourite 'h' objects.

### **B. Let's create a house drawing**

1. Provide art supplies for the children to draw a house.
2. Encourage them to label parts of the house with 'h' words and share stories related to houses or their favourite 'h' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'h' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 14: Introducing the sound 'b'

## Materials required:

- Flash cards with pictures starting with 'b' (ball, bear, butterfly, etc.)
- Large cutouts of the letter 'b'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'b' related images

## Pre-lesson activity:

### 1. 'b' Discovery wall:

Create a wall display with various 'b' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'b'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'b' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'b' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'b' words. Encourage children to identify and repeat words with the 'b' sound.

Example story:

**Big bear bounces a ball.  
Beautiful butterfly flies by.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'b' and objects that start with the 'b' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'b' made from lentils or rice (prepared in advance). Guide them to trace the letter 'b' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'b' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'b' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'b' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'b'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'b' song or rhyme, encouraging actions related to the sound 'b'.

Example rhyme:

**Bouncing ball, big and blue,  
Buzzing bees busy, too.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'b' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'b' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'b' objects or by making their own 'b' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'b' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'b':**

### **A. Let's create a ball craft**

1. Provide materials for the children to create a simple ball craft using paper and colours.
2. Ask them to label the ball with 'b' words and encourage them to share stories about balls or their favourite 'b' objects.

### **B. Let's create a bear drawing**

1. Provide art supplies for the children to draw a bear.
2. Encourage them to label parts of the bear with 'b' words and share stories related to bears or their favourite 'b' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'b' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 15: Introducing the sound 'k'

## Materials required:

- Flash cards with pictures starting with 'k' (kite, key, kangaroo, etc.)
- Large cutouts of the letter 'k'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'k' related images

## Pre-lesson activity:

### 1. 'k' Discovery wall:

Create a wall display with various 'k' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'k'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'k' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'k' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'k' words. Encourage children to identify and repeat words with the 'k' sound.

Example story:

**Kangaroo jumps high.**

**Kite flies in the sky.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'k' and objects that start with the 'k' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'k' made from lentils or rice (prepared in advance). Guide them to trace the letter 'k' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'k' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'k' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'k' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'k'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'k' song or rhyme, encouraging actions related to the sound 'k'.

Example rhyme:

**Kites in the sky, flying so high,  
Kangaroos jump, reaching the sky.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'k' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'k' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'k' objects or by making their own 'k' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'k' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'k':**

### **A. Let's create a kite craft**

1. Provide materials for the children to create a simple kite craft using paper and colours.
2. Ask them to label the kite with 'k' words and encourage them to share stories about kites or their favourite 'k' objects.

### **B. Let's create a kangaroo drawing**

1. Provide art supplies for the children to draw a kangaroo.
2. Encourage them to label parts of the kangaroo with 'k' words and share stories related to kangaroos or their favourite 'k' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'k' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 16: Introducing the sound 'l'

## Materials required:

- Flash cards with pictures starting with 'l' (lion, ladder, leaf, etc.)
- Large cutouts of the letter 'l'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'l' related images

## Pre-lesson activity:

### 1. 'l' Discovery wall:

Create a wall display with various 'l' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'l'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'l' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'l' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'l' words. Encourage children to identify and repeat words with the 'l' sound.

Example story:

**Lively lion leaps high.**  
**Lovely leaves flutter in the wind.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'l' and objects that start with the 'l' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'l' made from lentils or rice (prepared in advance). Guide them to trace the letter 'l' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'l' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'l' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'l' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'l'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'l' song or rhyme, encouraging actions related to the sound 'l'.

Example rhyme:

**Lively leaves dance and sway,  
Lion lounges in the sun's bright ray.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'l' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'l' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'l' objects or by making their own 'l' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'l' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'l':**

### **A. Let's create a leaf craft**

1. Provide materials for the children to create a simple leaf craft using paper and colours.
2. Ask them to label the leaf with 'l' words and encourage them to share stories about leaves or their favourite 'l' objects.

### **B. Let's create a lion drawing**

1. Provide art supplies for the children to draw a lion.
2. Encourage them to label parts of the lion with 'l' words and share stories related to lions or their favourite 'l' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'l' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 17: Introducing the sound ‘i’

## Materials required:

- Flash cards with pictures starting with ‘i’ (igloo, ice cream, iguana, etc.)
- Large cutouts of the letter ‘i’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘i’ related images

## Pre-lesson activity:

### 1. ‘i’ Discovery wall:

Create a wall display with various ‘i’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘i’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘i’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘i’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘i’ words. Encourage children to identify and repeat words with the ‘i’ sound.

Example story:

**Igloo stands tall and icy.**

**Iguanas investigate intriguing insects.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘i’ and objects that start with the ‘i’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘i’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘i’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘i’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘i’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'i' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'i'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'i' song or rhyme, encouraging actions related to the sound 'i'.

Example rhyme:

**Icy ice cream, so sweet and fine,  
Insects and iguanas, an interesting line.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'i' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'i' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'i' objects or by making their own 'i' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'i' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'i':**

### **A. Let's create an igloo craft**

1. Provide materials for the children to create a simple igloo craft using paper and colours.
2. Ask them to label the igloo with 'i' words and encourage them to share stories about igloos or their favourite 'i' objects.

### **B. Let's create an iguana drawing**

1. Provide art supplies for the children to draw an iguana.
2. Encourage them to label parts of the iguana with 'i' words and share stories related to iguanas or their favourite 'i' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'i' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 18: Introducing the sound ‘j’

## Materials required:

- Flash cards with pictures starting with ‘j’ (jacket, jellyfish, juice, etc.)
- Large cutouts of the letter ‘j’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘j’ related images

## Pre-lesson activity:

### 1. ‘j’ Discovery wall:

Create a wall display with various ‘j’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘j’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘j’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘j’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘j’ words. Encourage children to identify and repeat words with the ‘j’ sound.

Example story:

**Jellyfish drift gently in the ocean.**

**Juicy juice in a jug, just for fun!**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘j’ and objects that start with the ‘j’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘j’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘j’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘j’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘j’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'j' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'j'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'j' song or rhyme, encouraging actions related to the sound 'j'.

Example rhyme:

**Jolly jacket, joy to wear,  
Jumping jellyfish in the air.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'j' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'j' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'j' objects or by making their own 'j' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'j' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'j':**

### **A. Let's create a jellyfish craft**

1. Provide materials for the children to create a simple jellyfish craft using paper and colours.
2. Ask them to label the jellyfish with 'j' words and encourage them to share stories about jellyfish or their favourite 'j' objects.

### **B. Let's create a juice drawing**

1. Provide art supplies for the children to draw a glass of juice.
2. Encourage them to label parts of the juice with 'j' words and share stories related to juice or their favourite 'j' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'j' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 19: Introducing the sound ‘t’

## Materials Required:

- Flash cards with pictures starting with ‘t’ (turtle, tree, tiger, etc.)
- Large cutouts of the letter ‘t’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘t’ related images

## Pre-lesson activity:

### 1. ‘t’ Discovery wall:

Create a wall display with various ‘t’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘t’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘t’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘t’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘t’ words. Encourage children to identify and repeat words with the ‘t’ sound.

Example story:

**Tiny turtle travels through the terrain.**

**A tall tree stands in the forest, touching the sky.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘t’ and objects that start with the ‘t’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘t’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘t’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘t’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘t’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 't' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 't'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 't' song or rhyme, encouraging actions related to the sound 't'.

Example rhyme:

**Tiny tiger, stripe so bright,  
Tiptoes through the jungle at night.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 't' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 't' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 't' objects or by making their own 't' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 't' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 't':**

### **A. Let's create a tree craft**

1. Provide materials for the children to create a simple tree craft using paper and colours.
2. Ask them to label the tree with 't' words and encourage them to share stories about trees or their favourite 't' objects.

### **B. Let's create a tiger drawing**

1. Provide art supplies for the children to draw a tiger.
2. Encourage them to label parts of the tiger with 't' words and share stories related to tigers or their favourite 't' objects.

## **Homework:**

Ask children to find an object at home that starts with the 't' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 20: Introducing the sound ‘u’

## Materials required:

- Flash cards with pictures starting with ‘u’ (umbrella, unicorn, uniform, etc.)
- Large cutouts of the letter ‘u’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘u’ related images

## Pre-lesson activity:

### 1. ‘u’ Discovery wall:

Create a wall display with various ‘u’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘u’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘u’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘u’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘u’ words. Encourage children to identify and repeat words with the ‘u’ sound.

Example story:

**Unicorn dances under the umbrella.**

**Uniforms for astronauts, ready for the unknown.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘u’ and objects that start with the ‘u’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘u’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘u’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘u’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘u’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'u' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'u'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'u' song or rhyme, encouraging actions related to the sound 'u'.

Example rhyme:

**Umbrella up high, shielding from the rain,  
Unicorns galloping across the open plain.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'u' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'u' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'u' objects or by making their own 'u' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'u' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'u':**

### **A. Let's create an umbrella craft**

1. Provide materials for the children to create a simple umbrella craft using paper and colours.
2. Ask them to label the umbrella with 'u' words and encourage them to share stories about umbrellas or their favourite 'u' objects.

### **B. Let's create a unicorn drawing**

1. Provide art supplies for the children to draw a unicorn.
2. Encourage them to label parts of the unicorn with 'u' words and share stories related to unicorns or their favourite 'u' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'u' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 21: Introducing the sound ‘y’

## Materials required:

- Flash cards with pictures starting with ‘y’ (yak, yo-yo, yarn, etc.)
- Large cutouts of the letter ‘y’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘y’ related images

## Pre-lesson activity:

### 1. ‘y’ Discovery wall:

Create a wall display with various ‘y’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘y’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘y’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘y’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘y’ words. Encourage children to identify and repeat words with the ‘y’ sound.

Example story:

**Yak yawns lazily in the yard.**

**Yellow yo-yo swings up and down.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘y’ and objects that start with the ‘y’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘y’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘y’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘y’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘y’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'y' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'y'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'y' song or rhyme, encouraging actions related to the sound 'y'.

Example rhyme:

**Yellow yarn, soft and fine,  
Yawning yaks in a long line.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'y' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'y' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'y' objects or by making their own 'y' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'y' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'y':**

### **A. Let's create a yak craft**

1. Provide materials for the children to create a simple yak craft using paper and colours.
2. Ask them to label the yak with 'y' words and encourage them to share stories about yaks or their favourite 'y' objects.

### **B. Let's create a yo-yo drawing**

1. Provide art supplies for the children to draw a yo-yo.
2. Encourage them to label parts of the yo-yo with 'y' words and share stories related to yo-yos or their favourite 'y' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'y' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 22: Introducing the sound ‘p’

## Materials required:

- Flash cards with pictures starting with ‘p’ (pencil, panda, pizza, etc.)
- Large cutouts of the letter ‘p’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘p’ related images

## Pre-lesson activity:

### 1. ‘p’ Discovery wall:

Create a wall display with various ‘p’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘p’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘p’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘p’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘p’ words. Encourage children to identify and repeat words with the ‘p’ sound.

Example story:

**Pandas pick pretty petals.**

**Pizza with peppers pleases pals.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘p’ and objects that start with the ‘p’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘p’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘p’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘p’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘p’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'p' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'p'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'p' song or rhyme, encouraging actions related to the sound 'p'.

Example rhyme:

**Pretty petals on the plant,  
Penguins waddle, oh, they chant.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'p' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'p' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'p' objects or by making their own 'p' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'p' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'p':**

### **A. Let's create a panda craft**

1. Provide materials for the children to create a simple panda craft using paper and colours.
2. Ask them to label the panda with 'p' words and encourage them to share stories about pandas or their favourite 'p' objects.

### **B. Let's create a pizza drawing**

1. Provide art supplies for the children to draw a pizza.
2. Encourage them to label parts of the pizza with 'p' words and share stories related to pizzas or their favourite 'p' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'p' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 23: Introducing the sound 'v'

## Materials required:

- Flash cards with pictures starting with 'v' (violin, volcano, vegetables, etc.)
- Large cutouts of the letter 'v'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'v' related images

## Pre-lesson activity:

### 1. 'v' Discovery wall:

Create a wall display with various 'v' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'v'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'v' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'v' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'v' words. Encourage children to identify and repeat words with the 'v' sound.

Example story:

**Vivacious violin vibrates with music.**

**Volcano spews vibrant, volcanic lava.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'v' and objects that start with the 'v' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'v' made from lentils or rice (prepared in advance). Guide them to trace the letter 'v' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'v' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'v' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'v' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'v'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'v' song or rhyme, encouraging actions related to the sound 'v'.

Example rhyme:

**Vivid violet in the valley,  
Vultures soar, oh, so freely.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'v' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'v' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'v' objects or by making their own 'v' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'v' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'v':**

### **A. Let's create a volcano craft**

1. Provide materials for the children to create a simple volcano craft using paper and colours.
2. Ask them to label the volcano with 'v' words and encourage them to share stories about volcanoes or their favourite 'v' objects.

### **B. Let's create a violin drawing**

1. Provide art supplies for the children to draw a violin.
2. Encourage them to label parts of the violin with 'v' words and share stories related to violins or their favourite 'v' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'v' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 24: Introducing the sound ‘w’

## Materials required:

- Flash cards with pictures starting with ‘w’ (whale, wagon, watermelon, etc.)
- Large cutouts of the letter ‘w’
- Whiteboard and markers
- Play-doh
- Colouring sheets with ‘w’ related images

## Pre-lesson activity:

### 1. ‘w’ Discovery wall:

Create a wall display with various ‘w’ word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter ‘w’. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing ‘w’ by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with ‘w’ to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring ‘w’ words. Encourage children to identify and repeat words with the ‘w’ sound.

Example story:

**Whale wanders in the waves.**

**Wagon rides through winding roads.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter ‘w’ and objects that start with the ‘w’ sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter ‘w’ made from lentils or rice (prepared in advance). Guide them to trace the letter ‘w’ with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter ‘w’ in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter ‘w’ in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'w' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'w'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'w' song or rhyme, encouraging actions related to the sound 'w'.

Example rhyme:

**Waves crash, oh so wild,  
Watermelon, sweet and styled.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'w' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'w' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'w' objects or by making their own 'w' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'w' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'w':**

### **A. Let's create a whale craft**

1. Provide materials for the children to create a simple whale craft using paper and colours.
2. Ask them to label the whale with 'w' words and encourage them to share stories about whales or their favourite 'w' objects.

### **B. Let's create a wagon drawing**

1. Provide art supplies for the children to draw a wagon.
2. Encourage them to label parts of the wagon with 'w' words and share stories related to wagons or their favourite 'w' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'w' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 25: Introducing the sound 'z'

## Materials required:

- Flash cards with pictures starting with 'z' (zebra, zipper, zucchini, etc.)
- Large cutouts of the letter 'z'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'z' related images

## Pre-lesson activity:

### 1. 'z' Discovery wall:

Create a wall display with various 'z' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'z'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'z' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'z' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'z' words. Encourage children to identify and repeat words with the 'z' sound.

Example story:

**Zebra zigzags across the zoo.**

**Zucchini zests up the zesty dish.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'z' and objects that start with the 'z' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'z' made from lentils or rice (prepared in advance). Guide them to trace the letter 'z' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'z' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'z' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'z' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'z'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate a 'z' song or rhyme, encouraging actions related to the sound 'z'.

Example rhyme:

**Zigzag lines, zooming around,  
Zany zebras, stripes abound.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'z' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'z' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'z' objects or by making their own 'z' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'z' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'z':**

### **A. Let's create a zebra craft**

1. Provide materials for the children to create a simple zebra craft using paper and colours.
2. Ask them to label the zebra with 'z' words and encourage them to share stories about zebras or their favourite 'z' objects.

### **B. Let's create a zipper drawing**

1. Provide art supplies for the children to draw a zipper.
2. Encourage them to label parts of the zipper with 'z' words and share stories related to zippers or their favourite 'z' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'z' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 26: Introducing the sound 'x'

## Materials required:

- Flash cards with pictures starting with 'x' (xylophone, x-ray, fox, etc.)
- Large cutouts of the letter 'x'
- Whiteboard and markers
- Play-doh
- Colouring sheets with 'x' related images

## Pre-lesson activity:

### 1. 'x' Discovery wall:

Create a wall display with various 'x' word pictures for children to explore and interact with.

### 2. Sandbox activity:

Show how to draw straight and curved lines—like half-circles and straight lines. Teach the children how these lines come together to make the letter 'x'. Encourage them to trace shapes in the sand using their fingers first. Help them practice drawing 'x' by guiding their fingers gently. Let them try multiple times until they feel comfortable drawing it.

## Classwork:

### 1. Introduction through visuals:

Use flash cards with images starting with 'x' to introduce the sound to the children. Engage them in identifying and repeating the sound.

### 2. Interactive storytime:

Read a short story featuring 'x' words. Encourage children to identify and repeat words with the 'x' sound.

Example story:

**Xylophone xeroxes x-ray pictures.**

**A fox explores the forest at night.**

### 3. Multisensory play-doh fun:

Provide play-doh for children to mould the letter 'x' and objects that start with the 'x' sound. This tactile activity enhances letter recognition and fine motor skills.

### 4. Group activity:

Organize the children into teams of four, providing each group with a cutout of the letter 'x' made from lentils or rice (prepared in advance). Guide them to trace the letter 'x' with their fingers through the lentils or rice on the cutout, starting from the designated point. Encourage the children to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning:

Instruct the children to maintain a distance from their peers and stand up. Emphasize the importance of not touching anyone accidentally. Begin by demonstrating the activity, using your index finger to simulate drawing the letter 'x' in the air. Have the children replicate the action, ensuring they follow instructions and observe the pattern. Allow multiple attempts to ensure proficiency in mimicking the letter 'x' in the air.

## **6. Letter tracing and colouring:**

Distribute colouring sheets with 'x' images. Ask the children to recognize the pictures present on the page. Encourage them to trace and colour the letter 'x'.

## **Techniques to make the lesson more interesting and attractive:**

### **1. Music and movement:**

Incorporate an 'x' song or rhyme, encouraging actions related to the sound 'x'.

Example rhyme:

**Xylophone tunes, crisp and clear,  
X marks the spot, oh so near.**

### **2. Group collaboration:**

Engage children in collaborative activities where they work together to recognize and name 'x' objects.

### **3. Outdoor exploration:**

Organize a short outdoor session to find 'x' objects in the environment, enhancing their observational skills.

### **4. Artistic expression:**

Integrate art by allowing children to create a collage using pictures of 'x' objects or by making their own 'x' flash cards.

### **5. Puppet show:**

Use puppets to act out a short story involving characters or objects with the 'x' sound, making the learning experience more engaging.

## **Additional activities to enhance learning with 'x':**

### **A. Let's create a xylophone craft**

1. Provide materials for the children to create a simple xylophone craft using paper and colours.
2. Ask them to label the xylophone with 'x' words and encourage them to share stories about xylophones or their favourite 'x' objects.

### **B. Let's create a fox drawing**

1. Provide art supplies for the children to draw a fox.
2. Encourage them to label parts of the fox with 'x' words and share stories related to foxes or their favourite 'x' objects.

## **Homework:**

Ask children to find an object at home that starts with the 'x' sound. Encourage them to share and discuss their findings during the next class.

# Lesson plan 27: Tracing beginning sounds and colouring

## Materials required:

- Handout sheets with pictures (e.g., apple, ball, cat, dog, etc.)
- Crayons or colouring pencils
- QR code link to a video resource (if available)

## Preparation:

Ensure the QR code linking to a related video resource is available for additional learning.

## Activity steps:

### Introduction:

- Begin the class by gathering the children and showing them worksheet 1 with various pictures.
- Introduce the concept of beginning sounds by explaining that every word starts with a special sound.
- Present examples from the handout, naming each object aloud and emphasizing its initial sound. For instance, "This is an apple. What sound does "apple" start with? Aah! Yes, it is "a"."
- If possible, use the QR code to showcase a short interactive video reinforcing the concept of beginning sounds. If not available, engage the children in a simple rhyme or song that highlights initial sounds.

### Tracing beginning sounds:

- Guide them to trace the first letter or sound of each object using a finger or pencil of worksheet 1, emphasizing the starting sound. For instance, for an image of a cat, encourage tracing the letter 'c' and saying the sound 'kuh'.
- Walk around the class to provide assistance and ensure the children are tracing correctly.

### Colouring activity:

- After tracing the beginning sounds, encourage the children to colour the pictures using crayons or colouring pencils.
- Encourage creativity and allow them to use different colours while reminding them of the sound they traced.
- Assist children in holding crayons correctly if needed and praise their efforts during colouring.

### Closing and review:

- Gather the children to review the traced sounds and coloured pictures.
- Encourage each child to name a picture they traced and coloured, emphasizing the beginning sound.
- Praise their efforts and participation, reinforcing the importance of recognizing beginning sounds.

# Lesson plan 28: Revision - Tracing beginning sounds and colouring

## Materials required:

- Handout sheets with pictures (e.g., apple, ball, cat, dog, etc.)
- Crayons or colouring pencils

## Activity steps:

### Recap and introduction:

- Begin the class by revisiting the concept of beginning sounds introduced previously. Encourage children to recall the sounds various objects start with.
- Show examples of pictures (worksheet 2) and ask the children to identify and say the beginning sounds aloud.
- Remind them of the tracing and colouring activity done earlier.

### Tracing beginning sounds:

- Guide them to trace the first letter or sound of each object using a finger or pencil, emphasizing the starting sound. For instance, for an image of a cat, encourage tracing the letter 'c' and saying the sound 'kuh'.
- Walk around the class to provide assistance and ensure the children are tracing correctly.

### Colouring and completion:

- After tracing the beginning sounds, invite the children to colour the pictures using crayons or colouring pencils.
- Encourage them to colour within the lines and use various colours creatively.
- Assist the children in holding crayons correctly if needed and praise their efforts during colouring.

### Engagement and discussion:

- Engage the children in a brief discussion about their traced sounds and coloured pictures.
- Encourage them to name and identify the objects they traced and coloured, emphasizing the beginning sounds.
- Praise their efforts, participation, and improvement since the previous activity.

### Summary and reinforcement:

- Summarize the lesson by reinforcing the importance of recognizing beginning sounds in words.
- Encourage the children to practice tracing and colouring at home with family members.
- End with positive encouragement and praise for their active participation.

# Lesson plan 29: Tracing ending sounds and colouring

## Materials required:

- Handout sheets with pictures (e.g., dog, cat, hat, wig, etc.) representing various ending sounds
- Crayons or colouring pencils
- QR code link to a video resource (if available)

## Preparation:

Ensure the QR code linking to a related video resource is available for additional learning.

## Activity steps:

### Recap and introduction:

- Start the session by reviewing the concept of ending sounds. Engage the children in identifying the sounds various objects end with.
- Display examples of pictures (worksheet 3) and encourage the children to name the objects and emphasize their ending sounds.
- Remind them of the tracing and colouring activity format.
- If possible, use the QR code to showcase a short interactive video reinforcing the concept of beginning sounds. If not available, engage the children in a simple rhyme or song that highlights initial sounds.

### Tracing ending sounds:

- Instruct them to trace the last letter or sound of each object using a finger or pencil, focusing on the ending sound. For example, for an image of a cat, guide them to trace the letter 't' and emphasize the sound 'tuh'.
- Circulate around the class to assist and ensure correct tracing.

### Colouring and completion:

- After tracing the ending sounds, invite the children to colour the pictures using crayons or colouring pencils.
- Encourage them to stay within the lines and use different colours creatively.
- Provide guidance on holding crayons correctly and offer praise for their efforts.

### Engagement and discussion:

- Facilitate a discussion about the traced ending sounds and coloured pictures.
- Encourage the children to identify and name the objects they traced and coloured, focusing on the ending sounds.
- Acknowledge their efforts and actively participate in the discussion.

### Summary and reinforcement:

- Summarize the lesson by reinforcing the significance of recognizing ending sounds in words.
- Encourage children to practice tracing and colouring at home with family members.
- Conclude with positive reinforcement for their engagement and learning.

# Lesson plan 30: Revision - Tracing ending sounds tracing and colouring

## Materials required:

- Handout sheets with pictures (e.g., dog, cat, hat, wig, etc.) representing various ending sounds
- Crayons or colouring pencils

## Activity steps:

### Recap and introduction:

- Begin by revising the concept of ending sounds. Encourage the children to identify and name the sounds different objects end with.
- Display examples of pictures (handout sheets) and have the children name the objects, emphasizing their ending sounds.
- Remind them of the tracing and colouring activity format used previously.

### Tracing ending sounds:

- Distribute the handout sheets among the children.
- Guide them to trace the last letter or sound of each object using a finger or pencil, focusing on the ending sound. For instance, for an image of a cat, prompt them to trace the letter 't' and emphasize the sound 'tuh'.
- Provide assistance and ensure correct tracing by moving around the class.

### Colouring and completion:

- After tracing the ending sounds, invite the children to colour the pictures using crayons or colouring pencils.
- Encourage them to employ different colours creatively while staying within the lines.
- Offer guidance on holding crayons correctly and praise their efforts.

### Engagement and discussion:

- Facilitate a discussion about the traced ending sounds and coloured pictures.
- Encourage the children to identify and name the objects they traced and coloured, emphasizing the ending sounds.
- Participate actively in the discussion, acknowledging their efforts.

### Closure and reinforcement:

- Summarize the lesson by reinforcing the importance of recognizing ending sounds in words.
- Encourage children to practice tracing and colouring at home with family members.
- Conclude with positive reinforcement for their active participation and learning.

# Lesson plan 31: Tracing numbers in words (1-10)

## Materials required:

- Handout sheets with numbers in words (e.g., one, two, three,...)
- Crayons or colouring pencils
- Mini whiteboards or blackboards
- Dry erase markers or chalk
- QR code for accessing instructional video

## Preparation:

Ensure the availability of mini whiteboards or blackboards and writing tools. Also ensure that a device is available to play the instructional video via scanning the available QR code for additional learning.

## Activity steps:

### Introduction:

- Start by engaging the children in a brief discussion about numbers they know and how they are represented.
- Introduce number words from one to ten verbally, emphasizing pronunciation and associating them with their respective numerical symbols (1-10).

### Writing practice:

- Provide mini whiteboards or blackboards and writing tools to each child.
- Instruct them to write number words independently on their boards, starting from one and progressing to ten.
- Offer guidance on correct letter formation and word spelling.

### Colouring activity:

- Hand out colouring sheets with outlined numbers corresponding to the words traced.
- Instruct the children to colour each number and its word representation, associating colour recognition with number words.

### QR code activity (if possible):

- A QR code for an instructional video is available, scan and watch the video showing the tracing of number words with the children.
- Encourage them to mimic the actions demonstrated in the video using their mini whiteboards or blackboards.

### Tracing number words:

- Open the handwriting book to the correct page number.
- Guide the children to trace over each number word with their fingers or pencils. Encourage correct formation and pronunciation while tracing.
- Circulate among the children, providing individual guidance and assistance as needed.

**Review and discussion:**

- Engage in a brief review session, asking the children to identify and say the number words they traced and wrote.
- Encourage discussion about the association between number words and their corresponding quantities.

**Conclusion:**

- Summarize the lesson by revisiting the number words and their correct formation.
- Encourage children to practice tracing and writing number words at home with the help of family members.

# Lesson plan 32: Revision of small letters (a-z)

## Materials required:

- Crayons or colouring pencils
- Mini whiteboards or blackboards
- Dry erase markers or chalk

## Preparation:

Ensure the availability of mini whiteboards or blackboards and writing tools.

## Activity steps:

### Introduction:

- Engage the children in a brief discussion about the alphabet, recalling the letters they've learned previously.
- Recap the names and sounds of each letter from a to z together, encouraging active participation.

### Tracing letters:

- Open the handwriting book to the relevant page.
- Guide the children to trace over each letter with their fingers or pencils. Emphasize correct formation and pronunciation while tracing.
- Offer individual assistance and encouragement as they trace, ensuring each child's understanding and progress.

### Writing practice:

- Provide mini whiteboards or blackboards and writing tools to each child.
- Instruct them to independently write the letters from a to z on their boards, focusing on correct letter formation and sequence.
- Offer guidance and correction where needed.

### Colouring activity:

- Hand out colouring sheets with outlined letters a-z.
- Instruct children to colour each letter and its surrounding design, associating letter recognition with colours.

### Interactive game:

- Engage the children in a fun interactive game related to tracing letters. For example, call out a letter and have the children trace it in the air with their fingers or on their mini whiteboards/blackboards.
- Encourage them to say the letter name and its associated sound while tracing.

### Review and discussion:

- Conduct a brief review session, asking children to identify and say the letters they traced and wrote.
- Encourage discussion about letter recognition, emphasizing the importance of practicing tracing regularly.

# Lesson plan 33: Introduction to capital letters (A-Z)

## Materials required:

- Large visual aids or flash cards with capital letters A-Z
- Mini whiteboards or blackboards
- Dry erase markers or chalk

## Preparation:

Prepare large visual aids displaying capital letters A-Z. Arrange mini whiteboards or blackboards along with writing tools for each child.

## Activity steps:

### Introduction to capital letters:

- Begin by discussing the difference between capital (uppercase) and small (lowercase) letters. Explain that capital letters are larger versions of letters used at the beginning of sentences and names.
- Show large visual aids or flash cards with capital letters A-Z, naming and demonstrating the appearance of each letter.

### Differentiation and use of capital letters:

- Discuss the importance and usage of capital letters in writing. Explain that they are used at the beginning of sentences, for names of people, places, days of the week, and months.
- Engage in interactive examples where children identify words or names that require capitalization.

### Tracing capital letters:

- Open the handwriting book to the relevant page.
- Guide the children to trace over each capital letter with their fingers or pencils. Emphasize correct formation and pronunciation while tracing.
- Offer individual assistance and encouragement, ensuring each child's understanding and progress.

### Writing practice:

- Provide mini whiteboards or blackboards and writing tools to each child.
- Instruct them to independently write the capital letters from A to Z on their boards, focusing on correct letter formation and sequence.
- Offer guidance and correction where needed.

### Interactive game:

- Engage the children in a game related to tracing capital letters. Call out a letter and have the children trace it in the air with their fingers or on their mini whiteboards/blackboards.
- Encourage them to say the name of the letter and discuss words that start with that letter.

**Review and discussion:**

- Conduct a brief review session, asking children to identify and say the capital letters they traced and wrote.
- Encourage discussion about the importance of capital letters and where they are commonly used.

**Summary:**

- Summarize the lesson by revisiting any challenging letters and their correct formation.
- Encourage children to practice tracing and recognizing capital letters at home and mention their importance in writing.

# Lesson plan 34: Tracing first letters of days of the week

## Materials required:

- Large visual aids or flash cards displaying the days of the week (Monday, Tuesday, etc.)
- Mini whiteboards or blackboards
- Dry erase markers or chalk

## Preparation:

Prepare large visual aids showcasing the days of the week with each day's name and its first letter prominently displayed. Arrange mini whiteboards or blackboards with writing tools for each child.

## Activity steps:

### Introduction to days of the week:

- Begin by discussing the concept of days of the week. Display large visual aids or flash cards showing each day's name and its initial letter.
- Go through each day, saying its name aloud, emphasizing the first letter sound.

### Tracing first letters:

- Open the handwriting book to the relevant page.
- Guide the children to trace over the first letter of each day with their fingers or pencils. Encourage correct formation and pronunciation while tracing.

### Writing practice:

- Provide mini whiteboards or blackboards and writing tools to each child.
- Instruct them to independently write the first letter of each day on their boards, focusing on proper letter formation.

### Interactive learning:

- Engage the children in an interactive session where they repeat the names of the days and their first letters after you.
- Encourage them to trace the letters in the air or on their boards while saying the letter sounds.

### Matching activity:

- Conduct a matching activity where you call out a day of the week, and the children find and circle its initial letter on their handout sheets or mini boards.

### Review and discussion:

- Review the traced letters with the children, discussing any challenging letters and their correct formation.
- Encourage discussion about the days of the week, their sequence, and their initial letters.

### Summary:

- Summarize the lesson by reviewing the first letters of the days of the week.
- Encourage children to practice tracing and recognizing the initial letters of the days at home.

# Lesson plan 35: Joining alphabetical dots

## Materials required:

- Crayons or colour pencils

## Activity steps:

### Introduction to alphabet sequence:

- Begin by discussing the alphabet sequence. Display the alphabet chart or visual aid showcasing the order of letters from 'a' to 'z'.
- Go through the sequence, saying the letters aloud, emphasizing their order.

### Explaining the dot-to-dot activity:

- Explain the dot-to-dot activity to the children. Show them the page from the handwriting book where dots are arranged alphabetically to form pictures.
- Emphasize the need to start with 'a' and follow the alphabetical sequence to connect the dots.

### Practice session:

- Distribute the dot-to-dot worksheets to each child along with crayons or markers.
- Guide the children to start from the letter 'a' and trace the sequence by connecting the dots to complete the pictures.
- Walk around the class to assist and encourage correct tracing and sequencing.

### Interactive learning:

- Engage the children in an interactive session where they call out the letters as they connect the dots.
- Encourage them to chant the alphabet sequence as they move from one dot to another.

### Review and discussion:

- Review the completed pictures together, ensuring each child followed the correct sequence of dots.
- Discuss the pictures and their corresponding letters, reinforcing the alphabet order.

### Creative expression:

- Allow the children to colour the completed pictures using crayons or markers.
- Encourage them to showcase their creativity in colouring while discussing the pictures' themes.

### Summary:

- Summarize the lesson by revisiting the alphabet sequence and the completed pictures.
- Encourage the children to practice joining dots alphabetically at home using similar worksheets.

## **Why do some children struggle in class more than others?**

Children facing difficulties in the classroom exhibit struggles for various reasons. These challenges can arise from diverse factors, such as individual learning disparities, emotional or social concerns, and home-related influences. Some children encounter hurdles due to specific learning differences like dyslexia or attention-related issues, impacting their ability to comprehend certain subjects or tasks. Emotional stress, social pressures, or home-related stressors can significantly affect a child's concentration and engagement in learning.

Furthermore, disparities in access to resources, parental involvement, or socioeconomic factors at home can contribute to academic challenges. Attention, organizational skills, or memory-related difficulties can also hinder a child's academic progress. Health issues, sleep disturbances, or inadequate nutrition might impair cognitive abilities, impacting a child's learning capacity. Moreover, prior gaps in foundational knowledge or skillsets can lead to struggles in more advanced academic areas.

The teaching approach, classroom environment, and learning style compatibility also play a crucial role in a child's educational journey. Mismatches between teaching methods and a child's learning style, large class sizes, insufficient resources, or inadequate support systems can add to a child's difficulties in the classroom.

Recognizing the multifaceted nature of these challenges is essential, allowing tailored interventions and supportive environments to address the diverse needs of struggling children effectively. Establishing inclusive, supportive, and adaptive learning environments can significantly aid struggling students in their academic and emotional growth.

# What does Reggio Emilia have to say about teaching struggling children?

The Reggio Emilia approach, emphasizing child-led, experiential learning, and creativity, can be beneficial when teaching struggling children.

By incorporating the following principles of the Reggio Emilia approach, teachers can create an inclusive and supportive learning environment that caters to the unique needs and strengths of struggling children. This approach encourages exploration, creativity, and active engagement, fostering a love for learning while addressing individual challenges.

Here are ways to integrate this approach:

## **1. Encourage Exploration and Hands-on Learning:**

Offer diverse materials and experiences for hands-on exploration, allowing children to engage with concepts through various senses.

Use manipulatives, art supplies, and sensory materials to allow tactile learning and experimentation.

## **2. Emphasize Child-Led Activities:**

Tailor activities to children's interests, allowing them to choose topics or projects they are passionate about.

Facilitate open-ended projects, enabling children to express their understanding creatively.

## **3. Foster Collaborative Learning and Communication:**

Encourage group projects, discussions, and collaborative problem-solving to enhance social skills and communication.

Use group activities that encourage sharing ideas, perspectives, and learning from each other.

## **4. Document and Reflect on Learning:**

Employ documentation techniques like journals, photos, or art to capture children's learning processes and progress.

Reflect with children on their work, encouraging them to articulate their thoughts and understandings.

## **5. Create a Supportive Environment:**

Design a classroom environment that is organized, inviting, and includes accessible materials.

Offer safe spaces for children to explore, make mistakes, and learn without fear of judgment.

## **6. Incorporate Multisensory Learning:**

Engage all senses by incorporating activities that involve touching, seeing, hearing, and even smelling or tasting where appropriate.

Utilize music, movement, storytelling, and nature-based activities to enhance learning experiences.

### **7. Individualize Learning Experiences:**

Tailor activities to match each child's learning style, pace, and interests, providing varied opportunities for success.

Offer support based on individual needs, providing additional resources or guidance as necessary.

### **8. Foster a Relationship-based Approach:**

Build strong relationships with children, understanding their backgrounds, strengths, and challenges.

Collaborate with families to create a holistic support system for children's learning.

## **Hands-on and creative activities for struggling children**

Teaching small letter identification to struggling children can be challenging yet rewarding.

Tailoring activities and classroom management strategies to meet the needs of struggling learners can significantly enhance their letter recognition skills while fostering a positive learning experience. Adjust the pace, provide ample opportunities for practice, and celebrate achievements to build confidence and engagement in learning.

# Section III

## Worksheet 1



### LETTER HUNT!

Find all the letters Aa

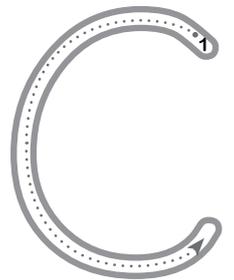
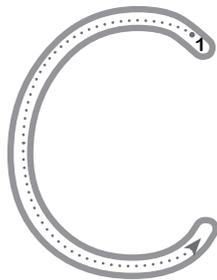
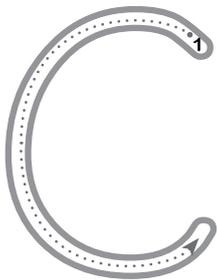
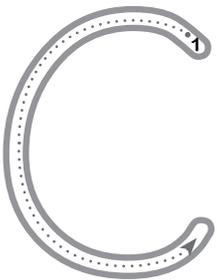
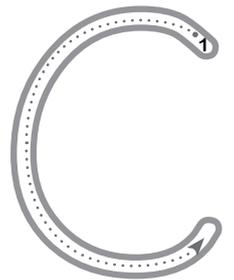
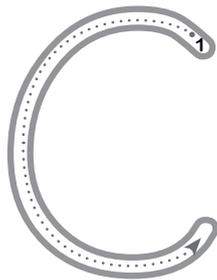
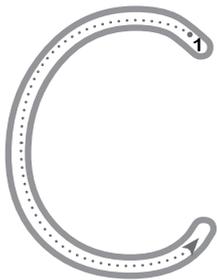
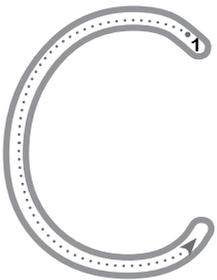
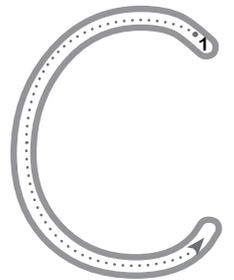
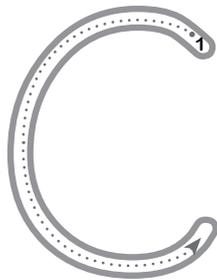
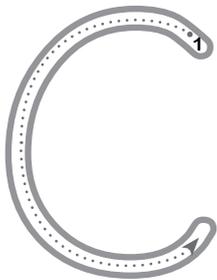
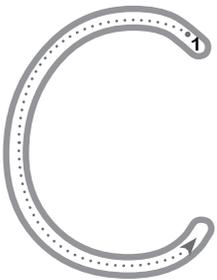
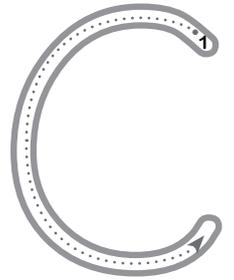
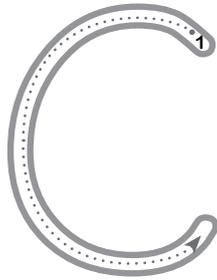
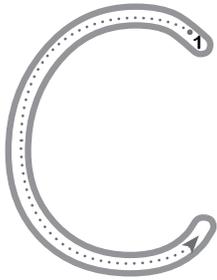
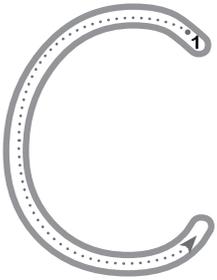
|   |   |    |   |   |   |   |
|---|---|----|---|---|---|---|
| C | A | p  | s | A | B | D |
| r | s | o  |   | a | a | r |
| C | A | Aa |   |   | R | T |
| r | a |    |   | A | C |   |
| D | H | A  | r | j | d | r |
| u | e | a  | q | a | z | u |
| o | w | A  | U | a | K | T |





# Worksheet 4

Trace and copy.







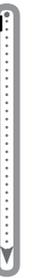
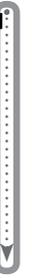






# Worksheet 10

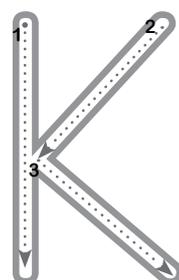
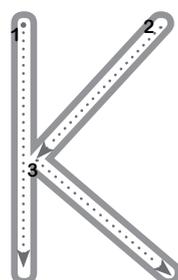
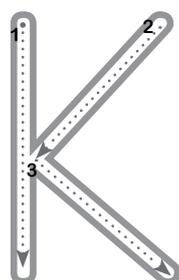
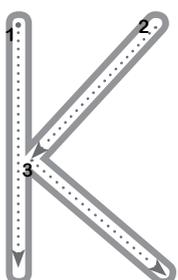
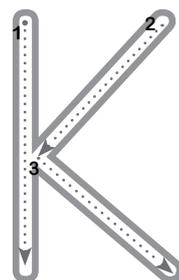
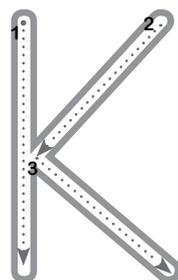
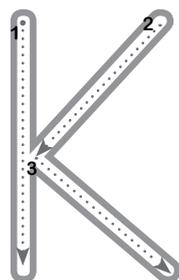
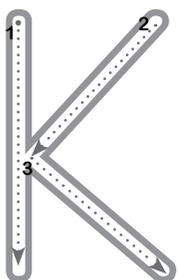
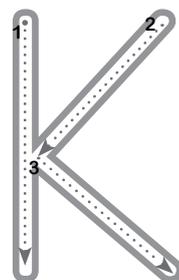
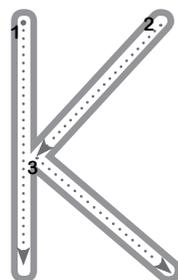
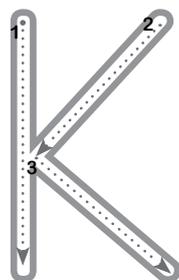
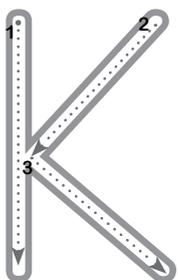
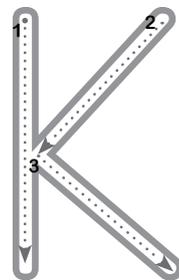
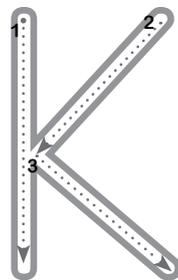
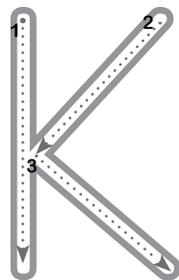
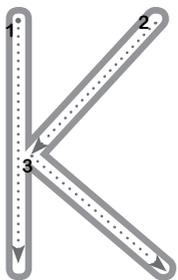
Trace and copy.





# Worksheet 12

Trace and copy.



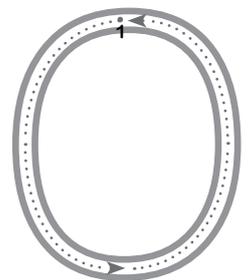
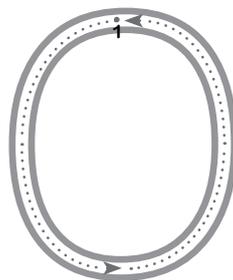
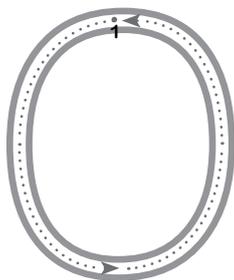
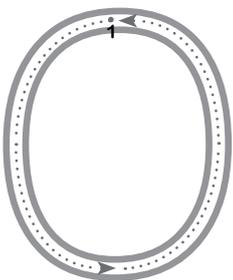
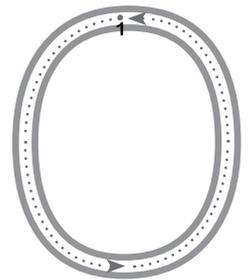
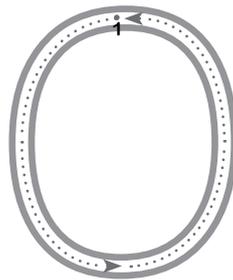
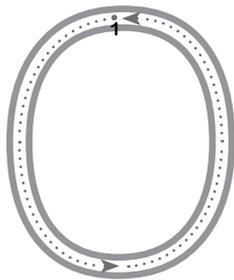
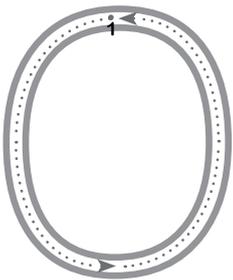
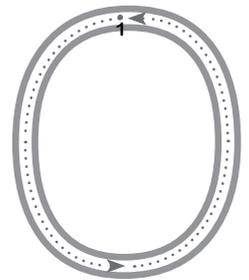
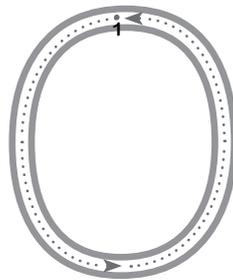
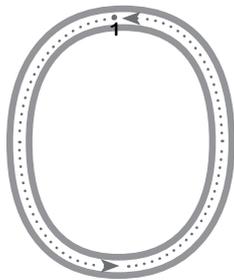
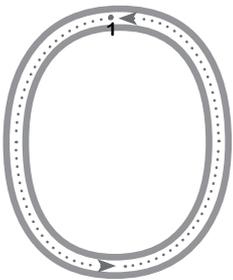
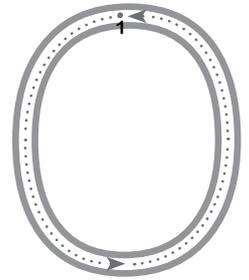
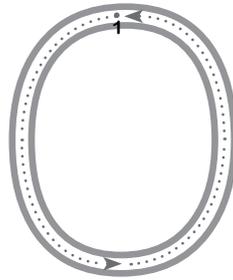
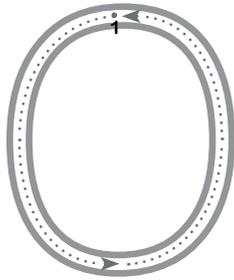
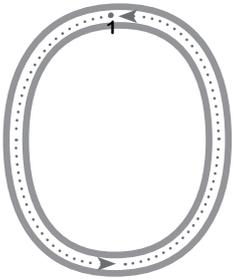






# Worksheet 16

Trace and copy.



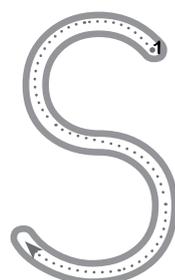
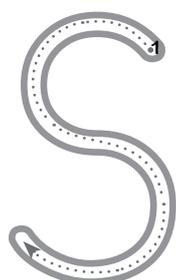
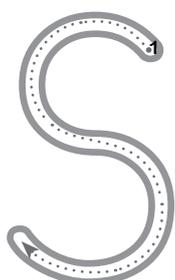
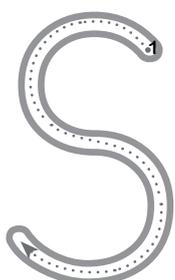
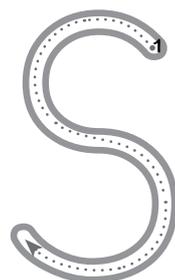
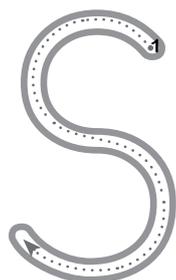
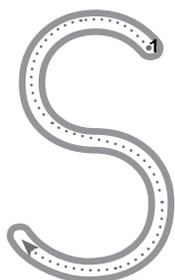
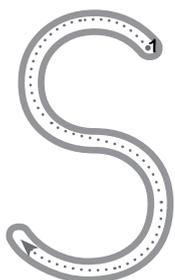
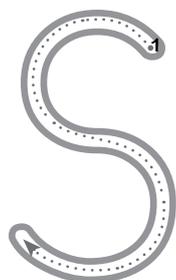
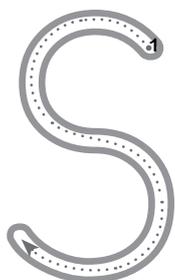
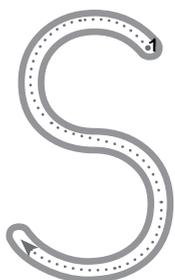
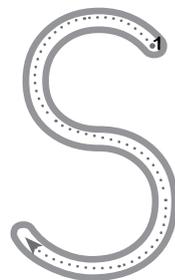
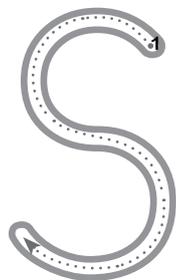
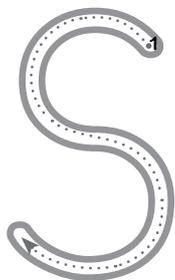
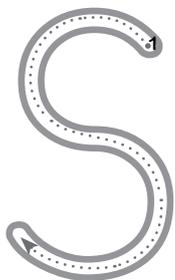






# Worksheet 20

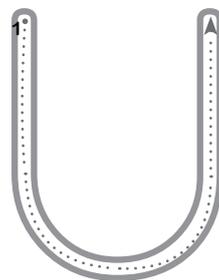
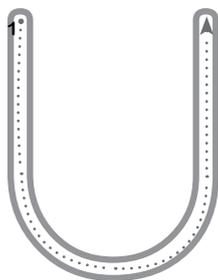
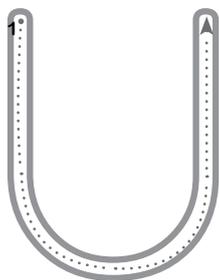
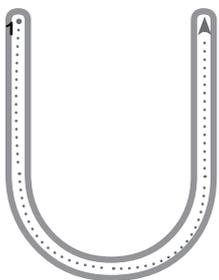
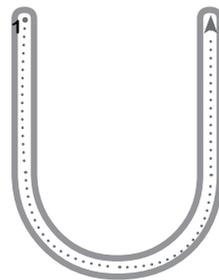
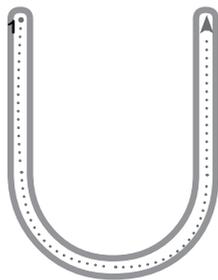
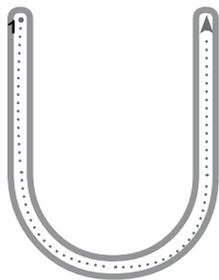
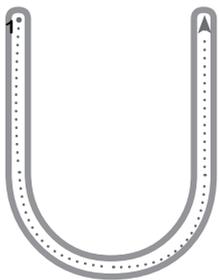
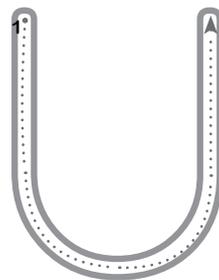
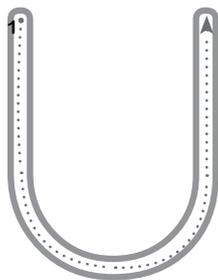
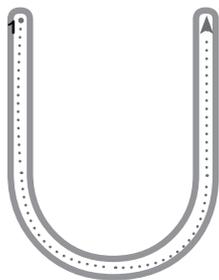
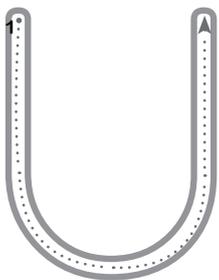
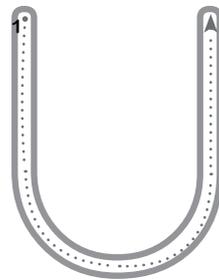
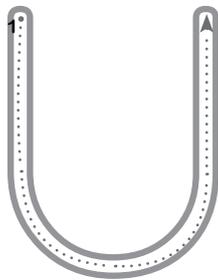
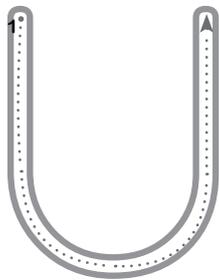
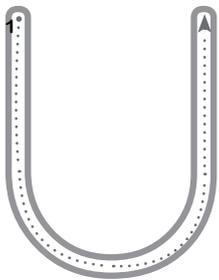
Trace and copy.





# Worksheet 22

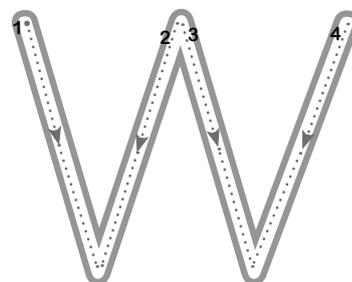
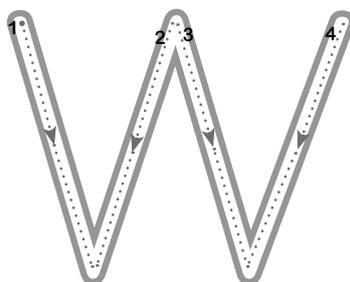
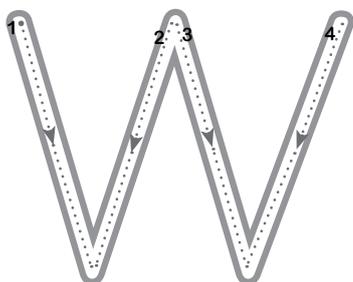
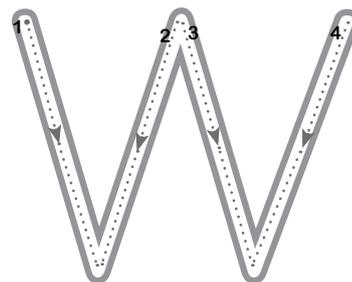
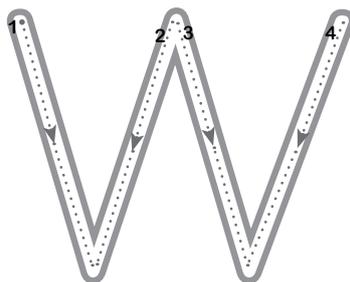
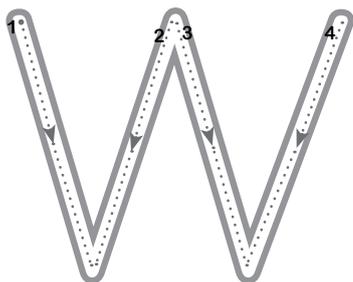
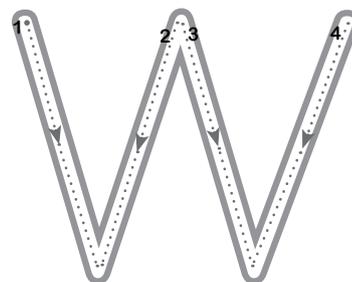
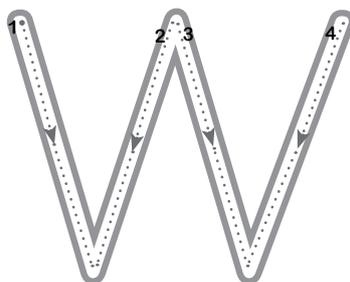
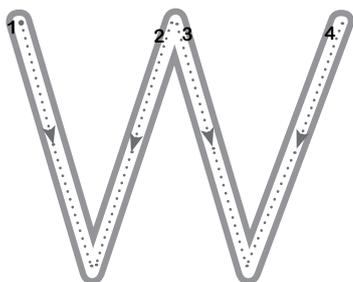
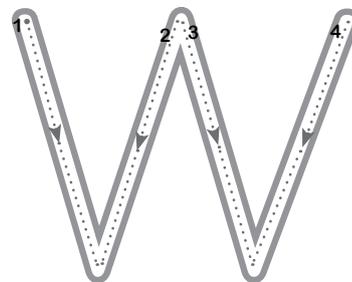
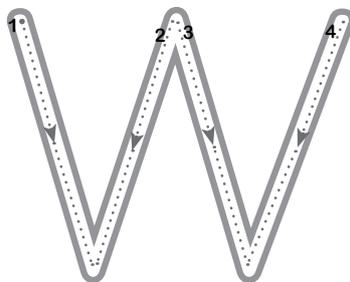
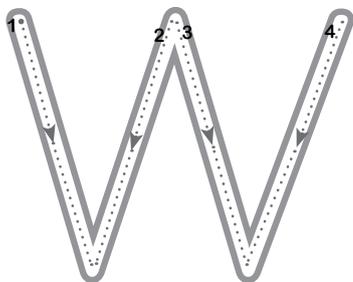
Trace and copy.





# Worksheet 24

Trace and copy.



Photocopiable material







# Worksheet 28

Trace and copy.

A

• • • • •  
• • • • •

A

• • • • •  
• • • • •

A

• • • • •  
• • • • •

a

• • • • •

a

• • • • •

a

• • • • •

a

• • • • •

# Worksheet 29

Trace and copy.

B

.

.

.

.

B

.

.

.

.

B

.

.

.

.

b

.

.

.

.

b

.

.

.

.

b

.

.

.

.

b

.

.

.

.

# Worksheet 30

Trace and copy.

C

.

.

.

.

C

.

.

.

.

C

.

.

.

.

C

.

.

.

.

C

.

.

.

.

C

.

.

.

.

C

.

.

.

.

# Worksheet 31

Trace and copy.

D

.

.

.

.

D

.

.

.

.

D

.

.

.

.

d

.

.

.

.

d

.

.

.

.

d

.

.

.

.

d

.

.

.

.

# Worksheet 32

Trace and copy.

E

.

.

.

.

E

.

.

.

.

E

.

.

.

.

e

.

.

.

.

e

.

.

.

.

e

.

.

.

.

e

.

.

.

.

# Worksheet 33

Trace and copy.



# Worksheet 34

Trace and copy.

G

.

.

.

.

G

.

.

.

.

G

.

.

.

.

g

.

.

.

.

g

.

.

.

.

g

.

.

.

.

g

.

.

.

.

# Worksheet 35

Trace and copy.

H

.

.

.

.

H

.

.

.

.

H

.

.

.

.

h

.

.

.

.

h

.

.

.

.

h

.

.

.

.

h

.

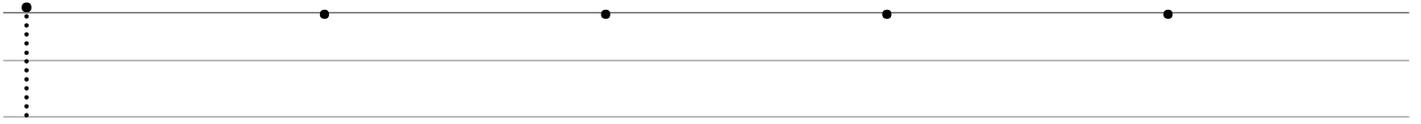
.

.

.

# Worksheet 36

Trace and copy.



# Worksheet 37

Trace and copy.

j . . . . .

j . . . . .

j . . . . .

j . . . . .

j . . . . .

j . . . . .

j . . . . .



# Worksheet 39

Trace and copy.



# Worksheet 40

Trace and copy.

M

.

.

.

.

M

.

.

.

.

M

.

.

.

.

m

.

.

.

.

m

.

.

.

.

m

.

.

.

.

m

.

.

.

.

# Worksheet 41

Trace and copy.

N

.

.

.

.

N

.

.

.

.

N

.

.

.

.

n

.

.

.

.

n

.

.

.

.

n

.

.

.

.

n

.

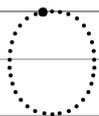
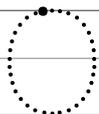
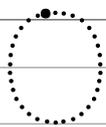
.

.

.

# Worksheet 42

Trace and copy.



# Worksheet 43

Trace and copy.

P

.

.

.

.

P

.

.

.

.

P

.

.

.

.

P

.

.

.

.

P

.

.

.

.

P

.

.

.

.

P

.

.

.

.

# Worksheet 44

Trace and copy.

o

.

.

.

.

o

.

.

.

.

o

.

.

.

.

q

.

.

.

.

q

.

.

.

.

q

.

.

.

.

q

.

.

.

.

# Worksheet 45

Trace and copy.

R

.

.

.

.

R

.

.

.

.

R

.

.

.

.

r

.

.

.

.

r

.

.

.

.

r

.

.

.

.

r

.

.

.

.

# Worksheet 46

Trace and copy.

S

.

.

.

.

S

.

.

.

.

S

.

.

.

.

s

.

.

.

.

s

.

.

.

.

S

.

.

.

.

s

.

.

.

.

# Worksheet 47

Trace and copy.

T

.

.

.

.

T

.

.

.

.

T

.

.

.

.

t

.

.

.

.

t

.

.

.

.

t

.

.

.

.

t

.

.

.

.

# Worksheet 48

Trace and copy.

U

.

.

.

.

U

.

.

.

.

U

.

.

.

.

u

.

.

.

.

u

.

.

.

.

u

.

.

.

.

u

.

.

.

.



# Worksheet 50

Trace and copy.

W

.

.

.

.

W

.

.

.

.

W

.

.

.

.

W

.

.

.

.

W

.

.

.

.

W

.

.

.

.

W

.

.

.

.



# Worksheet 52

Trace and copy.

y . . . . .

y . . . . .

y . . . . .

y . . . . .

y . . . . .

y . . . . .

y . . . . .

# Worksheet 53

Trace and copy.

z

.

.

.

.

z

.

.

.

.

z

.

.

.

.

z

.

.

.

.

z

.

.

.

.

z

.

.

.

.

z

.

.

.

.

# Worksheet 54

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| a | a |  |  |  |  |  |
| b | b |  |  |  |  |  |
| c | c |  |  |  |  |  |
| d | d |  |  |  |  |  |
| e | e |  |  |  |  |  |
| f | f |  |  |  |  |  |
| g | g |  |  |  |  |  |

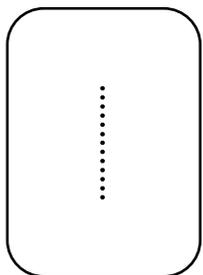
|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| h | h |  |  |  |  |  |
| i | i |  |  |  |  |  |
| j | j |  |  |  |  |  |
| k | k |  |  |  |  |  |
| l | l |  |  |  |  |  |
| m | m |  |  |  |  |  |
| n | n |  |  |  |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| o | o |  |  |  |  |  |
| p | p |  |  |  |  |  |
| q | q |  |  |  |  |  |
| r | r |  |  |  |  |  |
| s | s |  |  |  |  |  |
| t | t |  |  |  |  |  |
| u | u |  |  |  |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| v | v |  |  |  |  |  |
| w | w |  |  |  |  |  |
| x | x |  |  |  |  |  |
| y | y |  |  |  |  |  |
| z | z |  |  |  |  |  |

# Worksheet 55

## Numbers in words



one

one

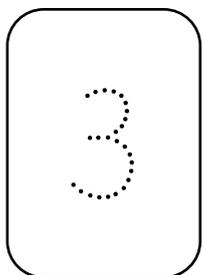
one



two

two

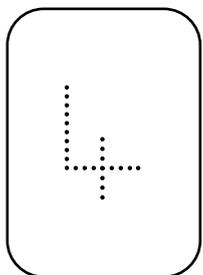
two



three

three

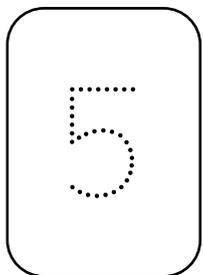
three



four

four

four



five

five

five

1

one

one

one

2

two

two

two

3

three

three

three

4

four

four

four

5

five

five

five

6

six

six

six

7

seven

seven

seven

8

eight

eight

eight

9

nine

nine

nine

10

ten

ten

ten

6

six

six

six

7

seven

seven

seven

8

eight

eight

eight

9

nine

nine

nine

10

ten

ten

ten

# Numbers in words

1

one

one

one

2

two

two

two

3

three

three

three

4

four

four

four

5

five

five

five

6

six

six

six

7

seven

seven

seven

8

eight

eight

eight

9

nine

nine

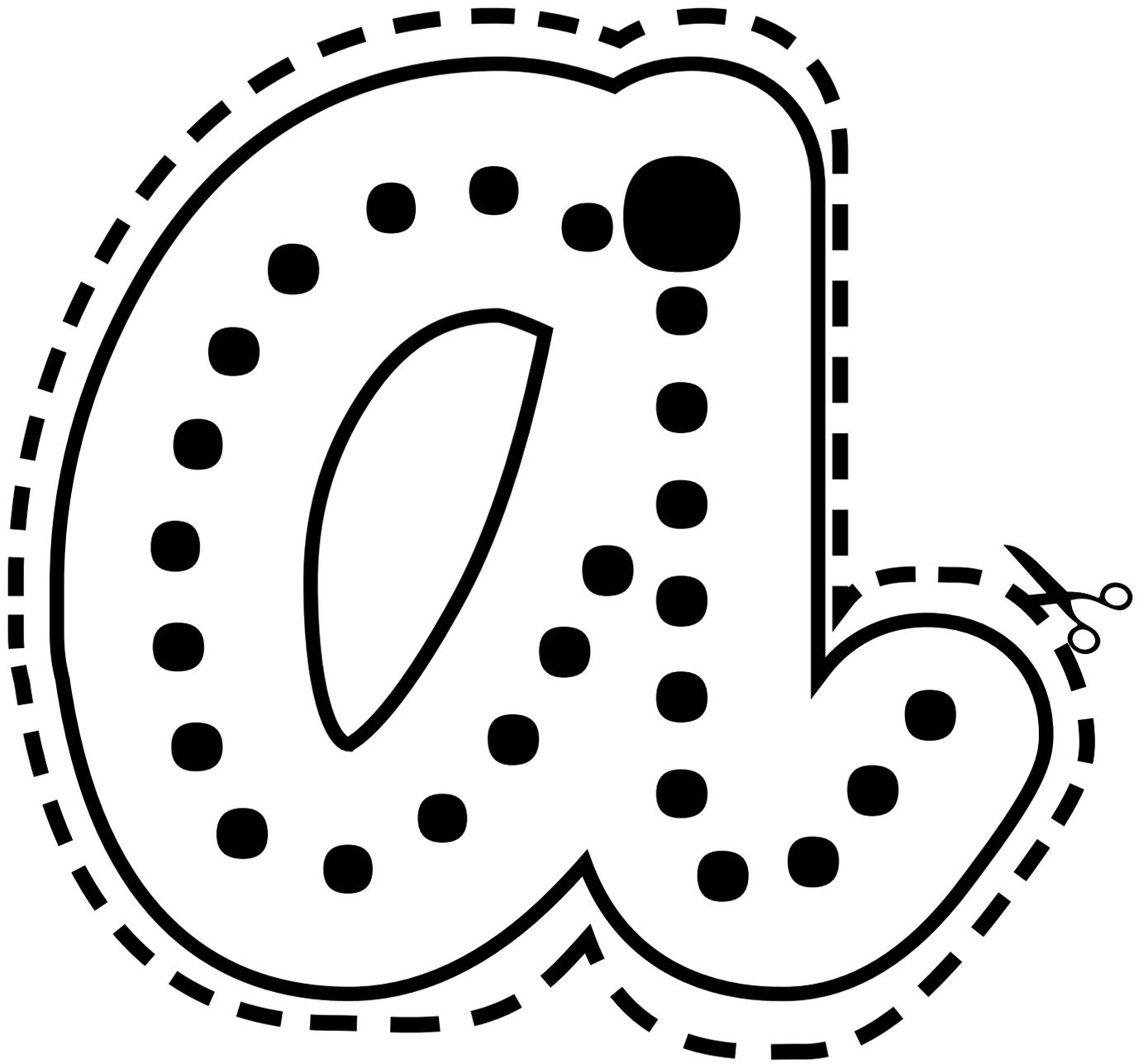
nine

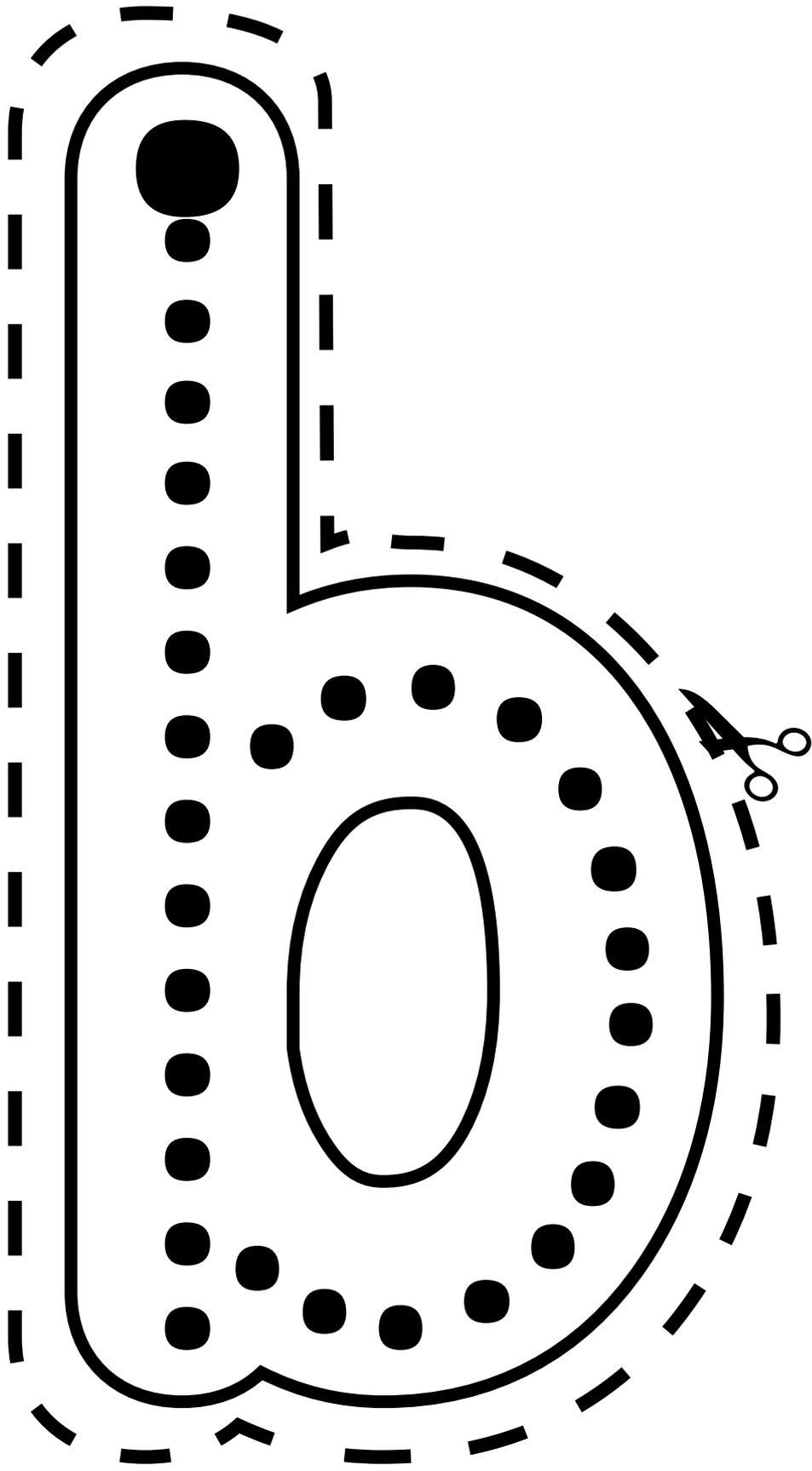
10

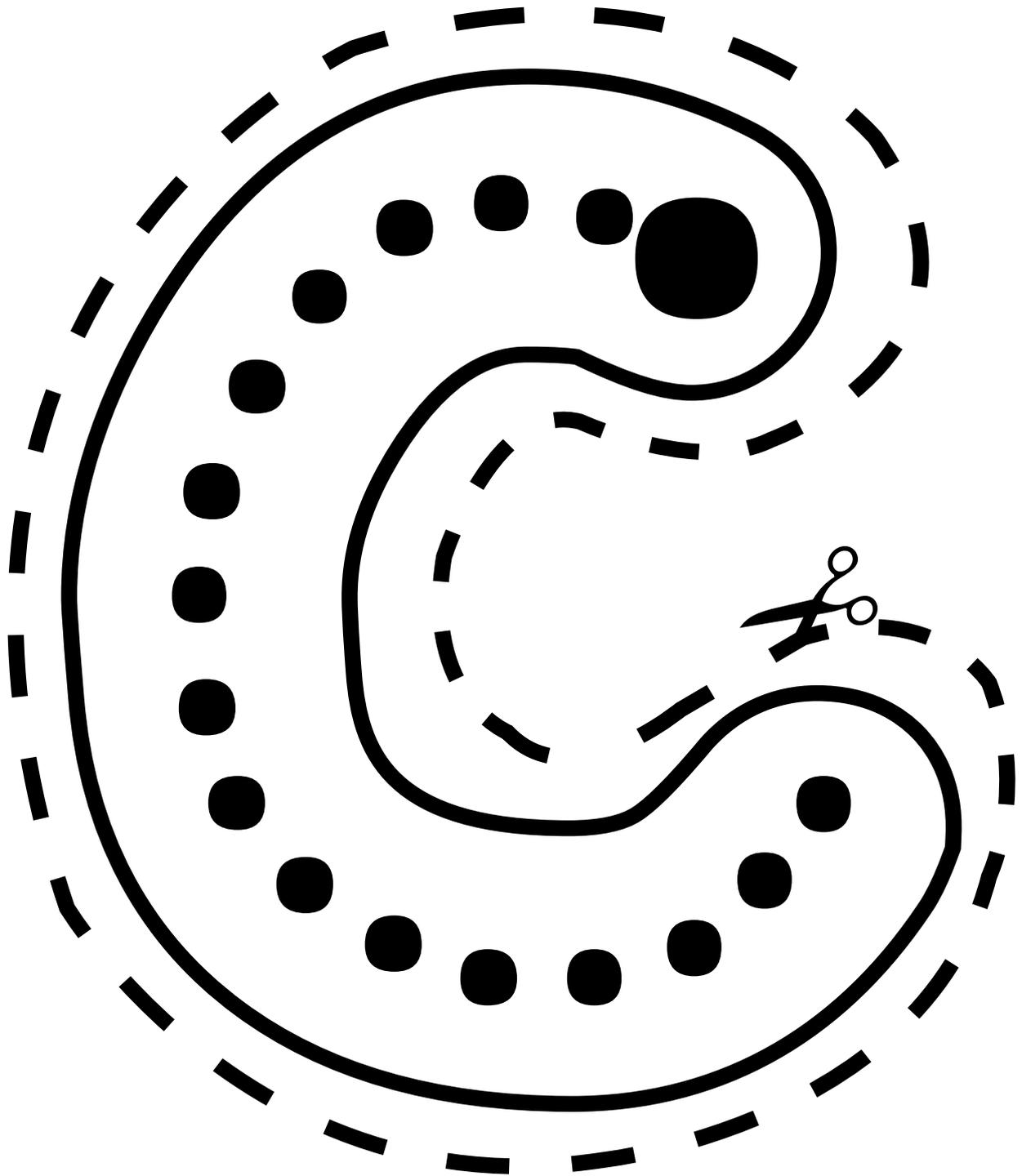
ten

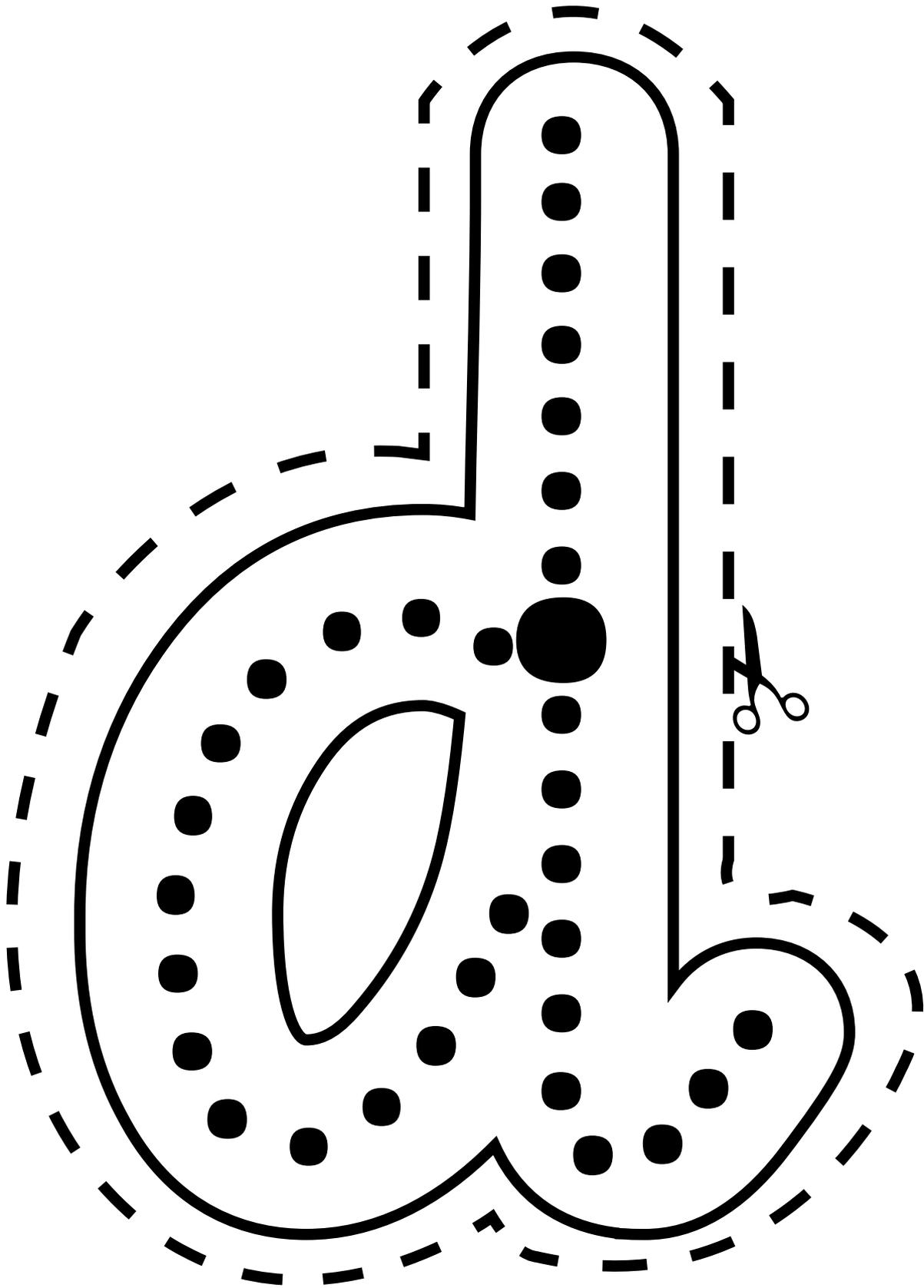
ten

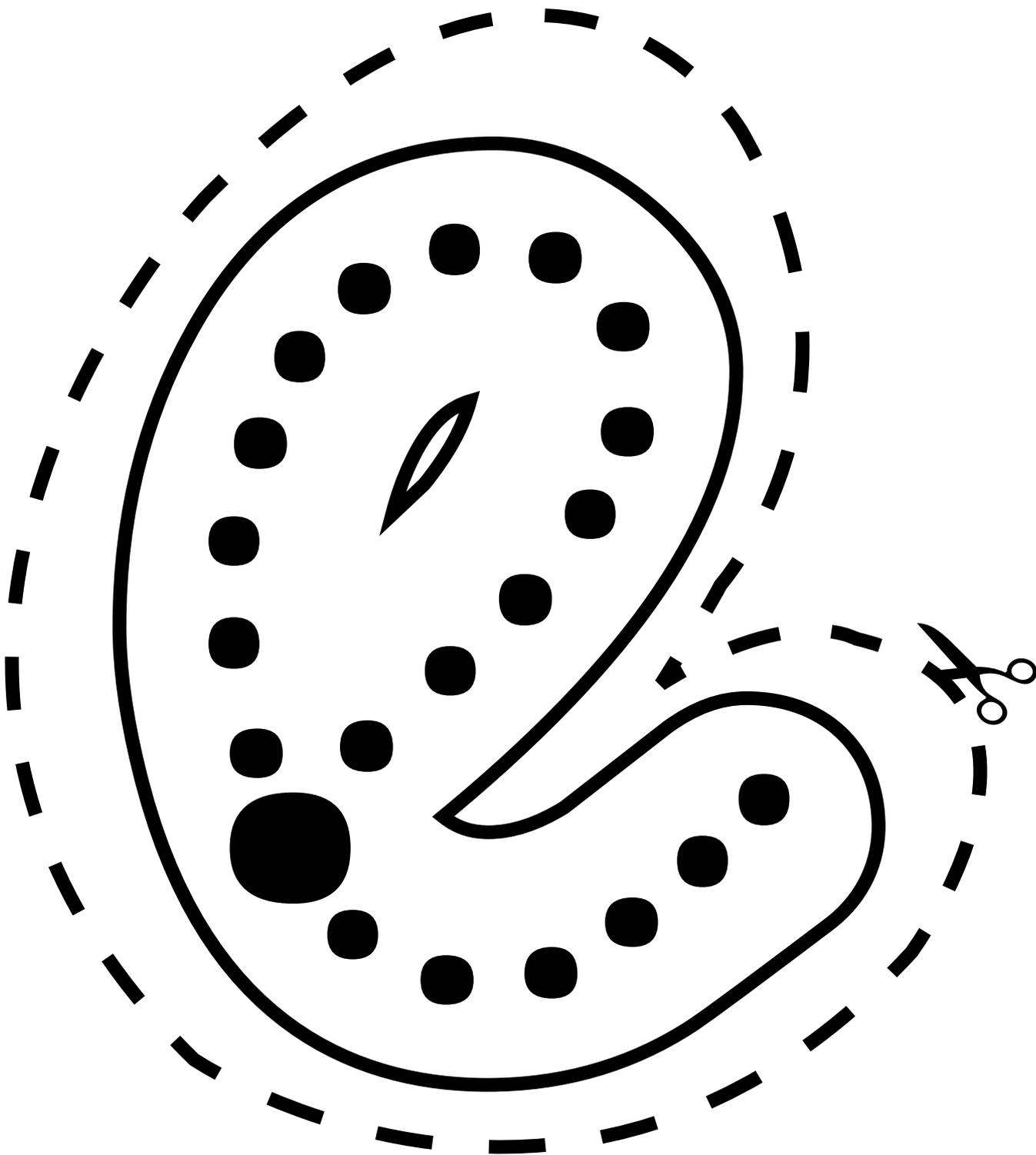
ten

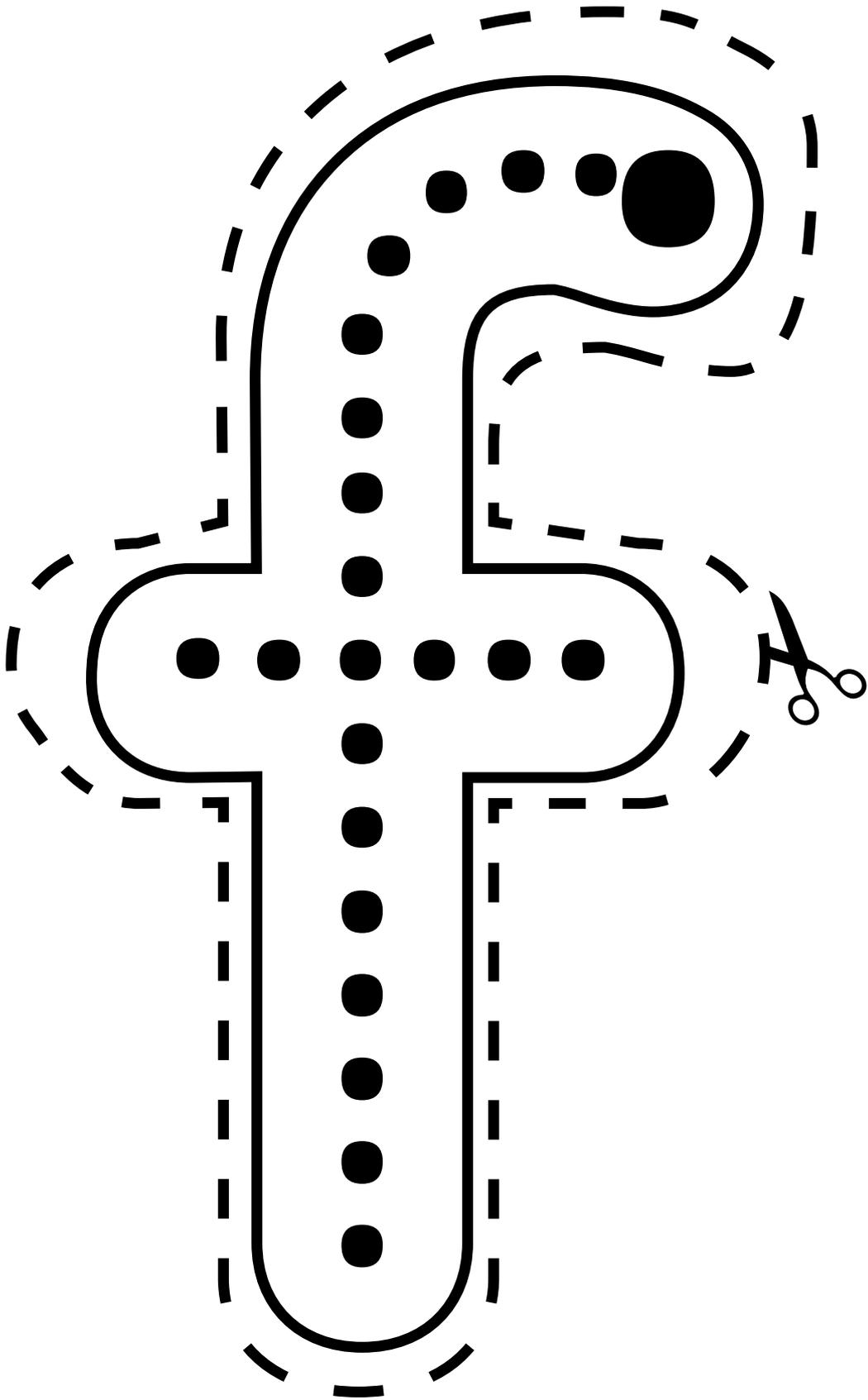


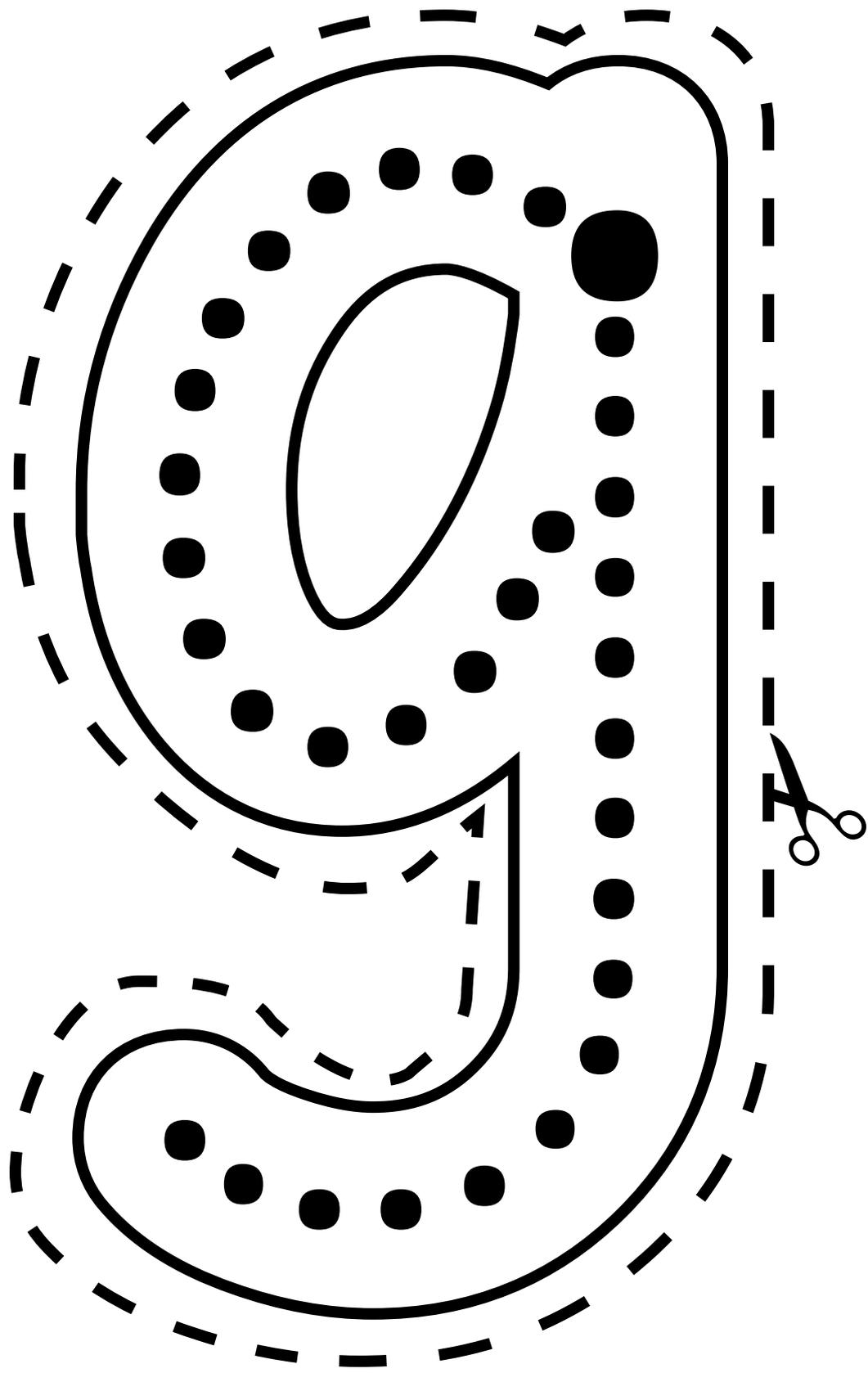


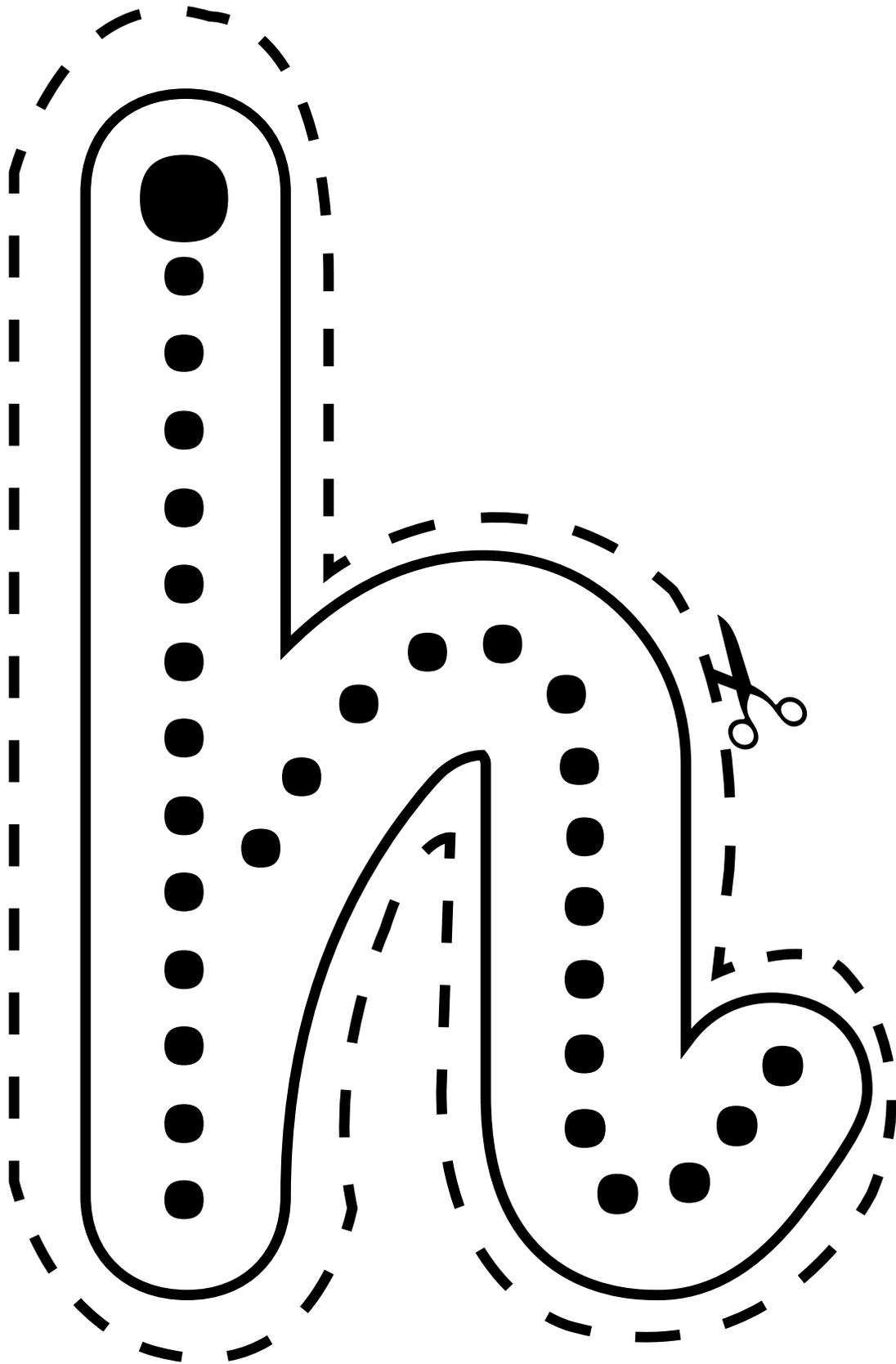


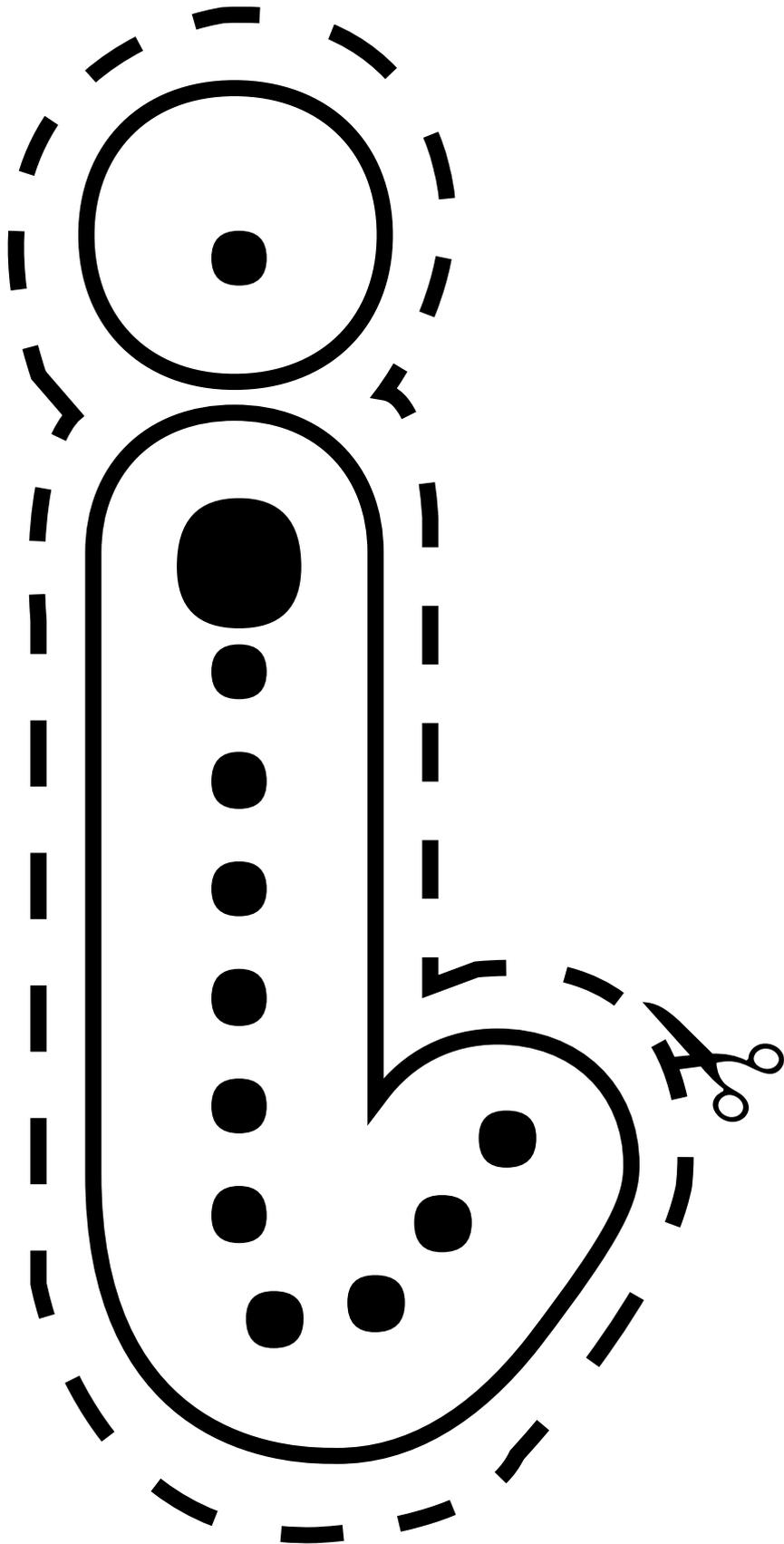


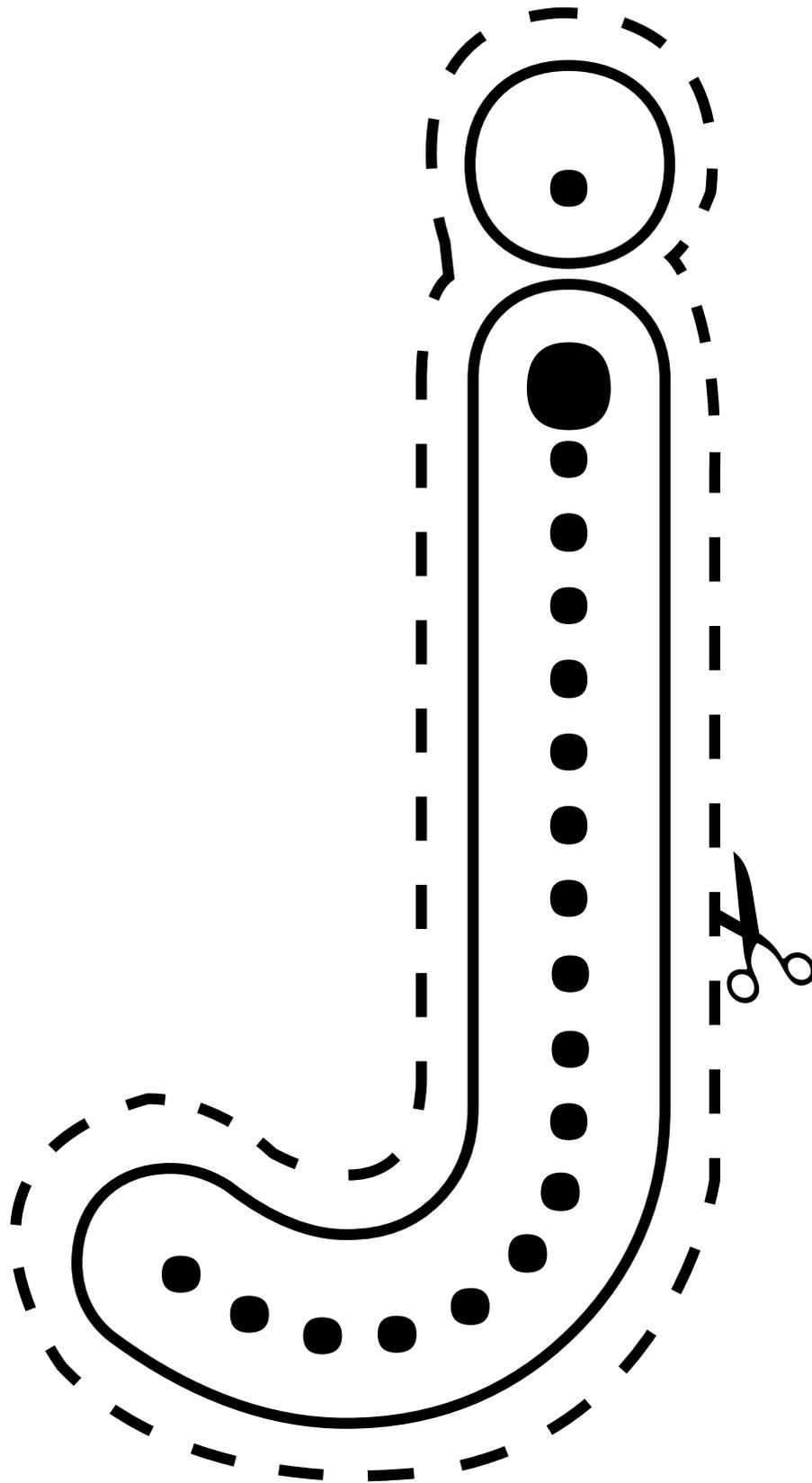


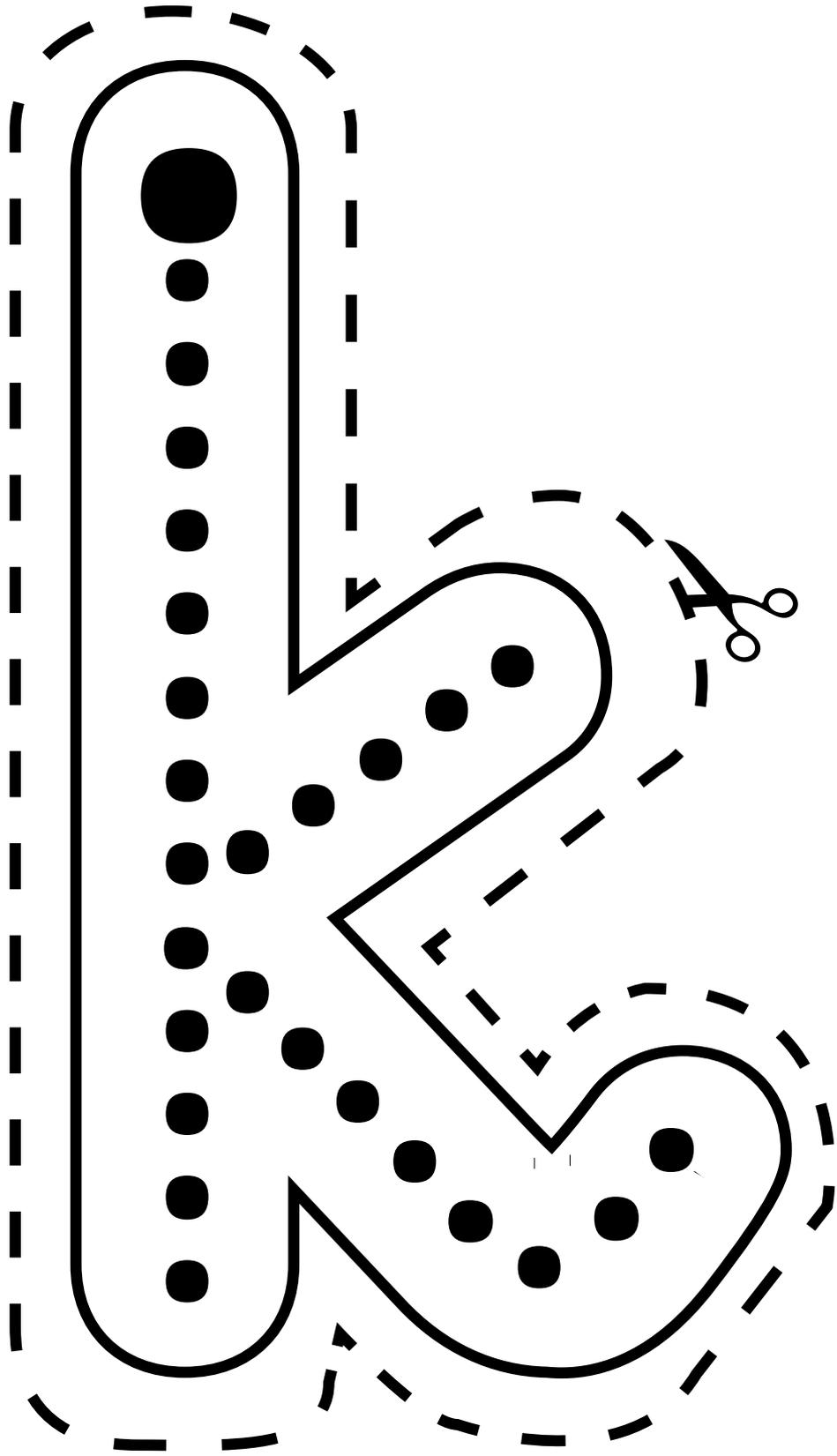


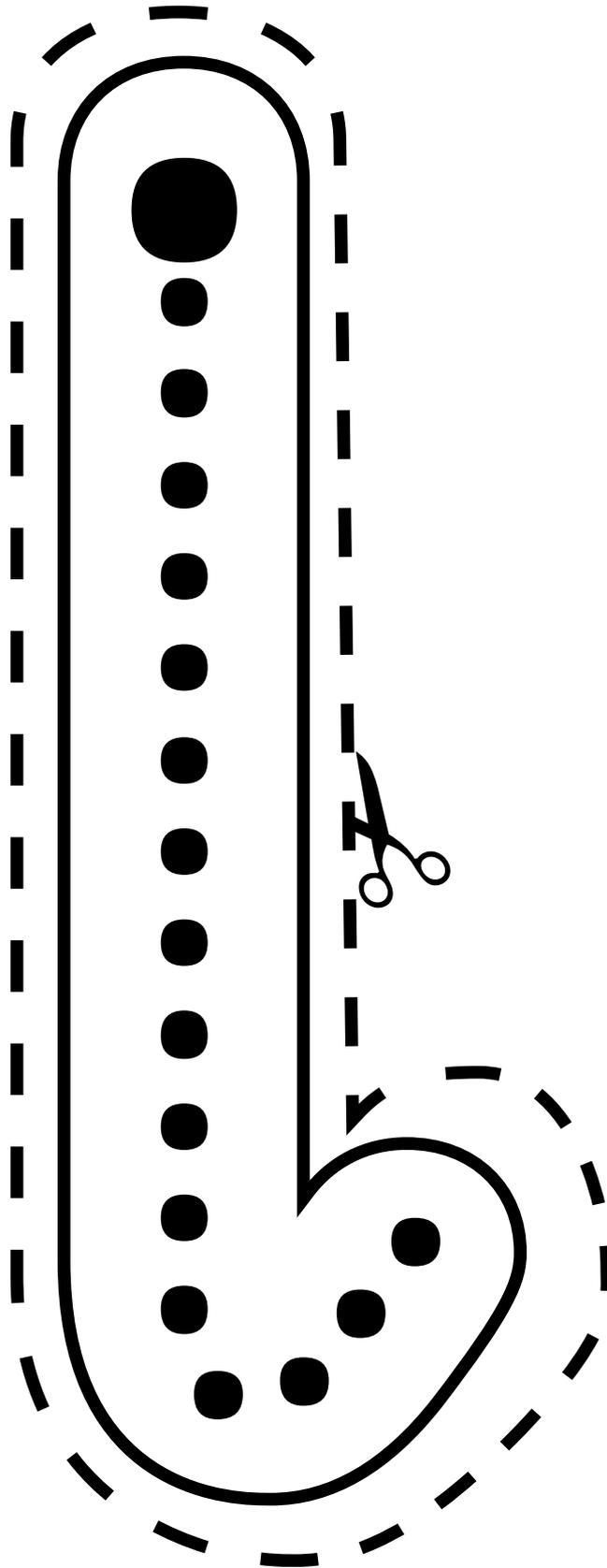




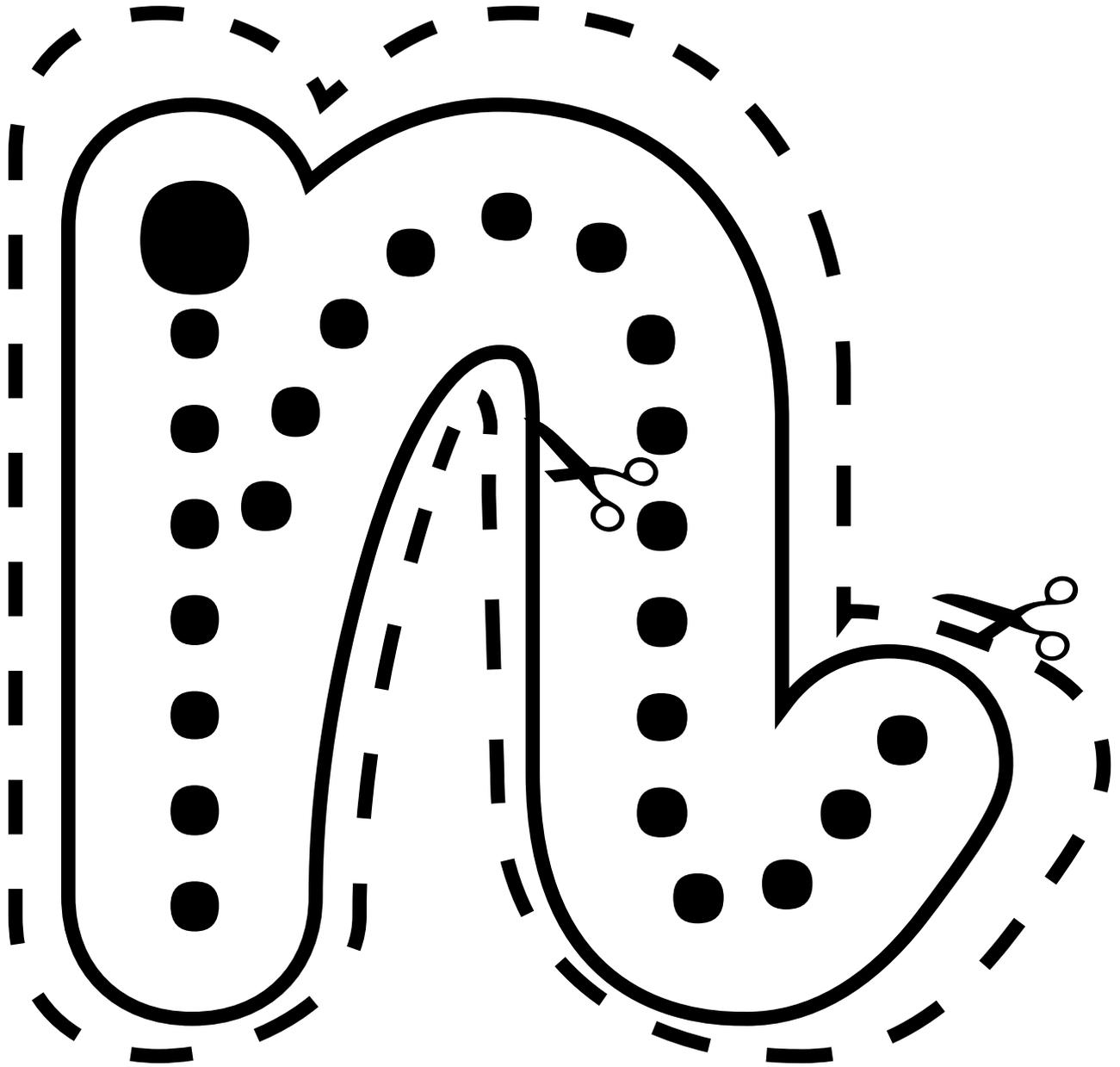


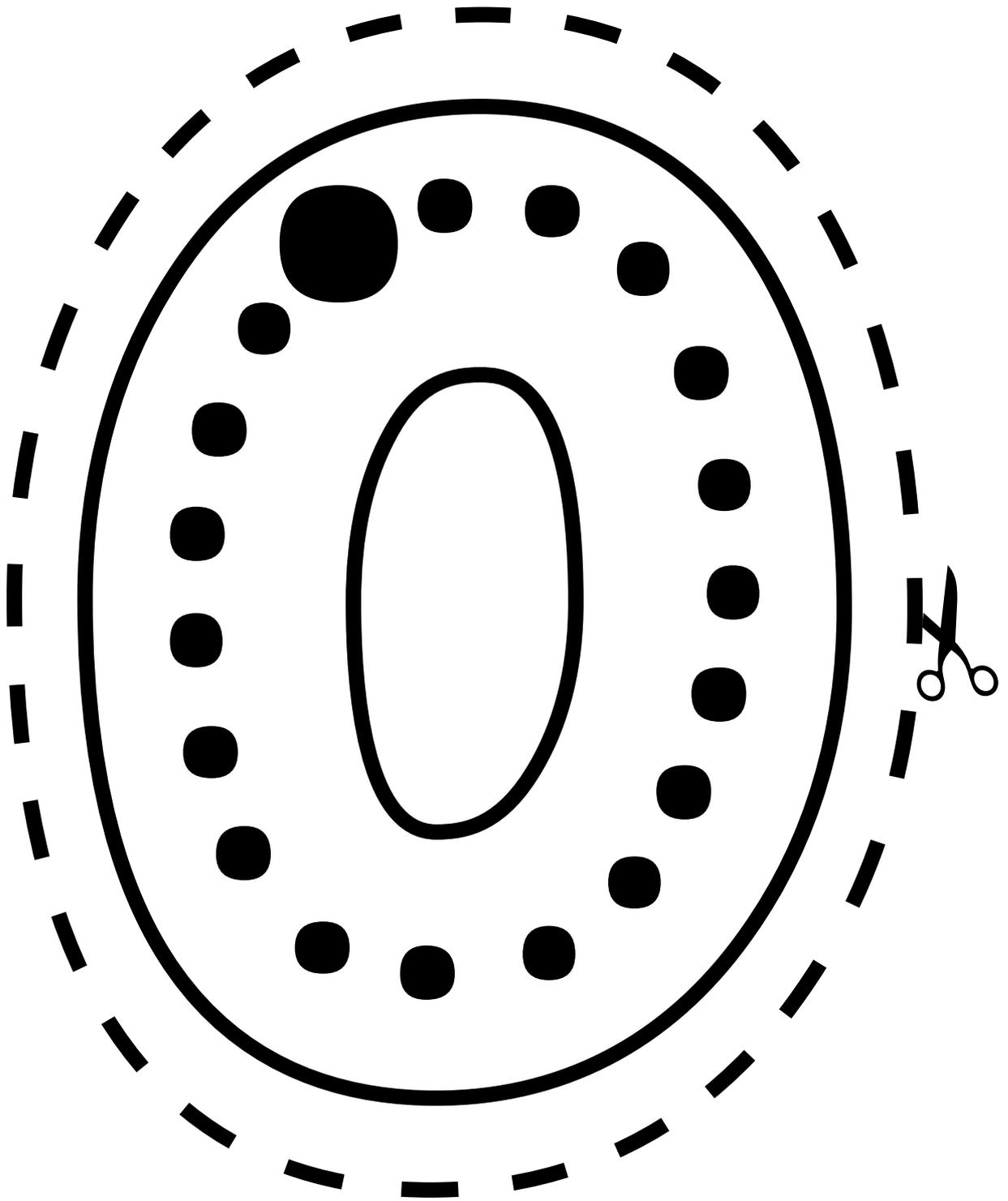


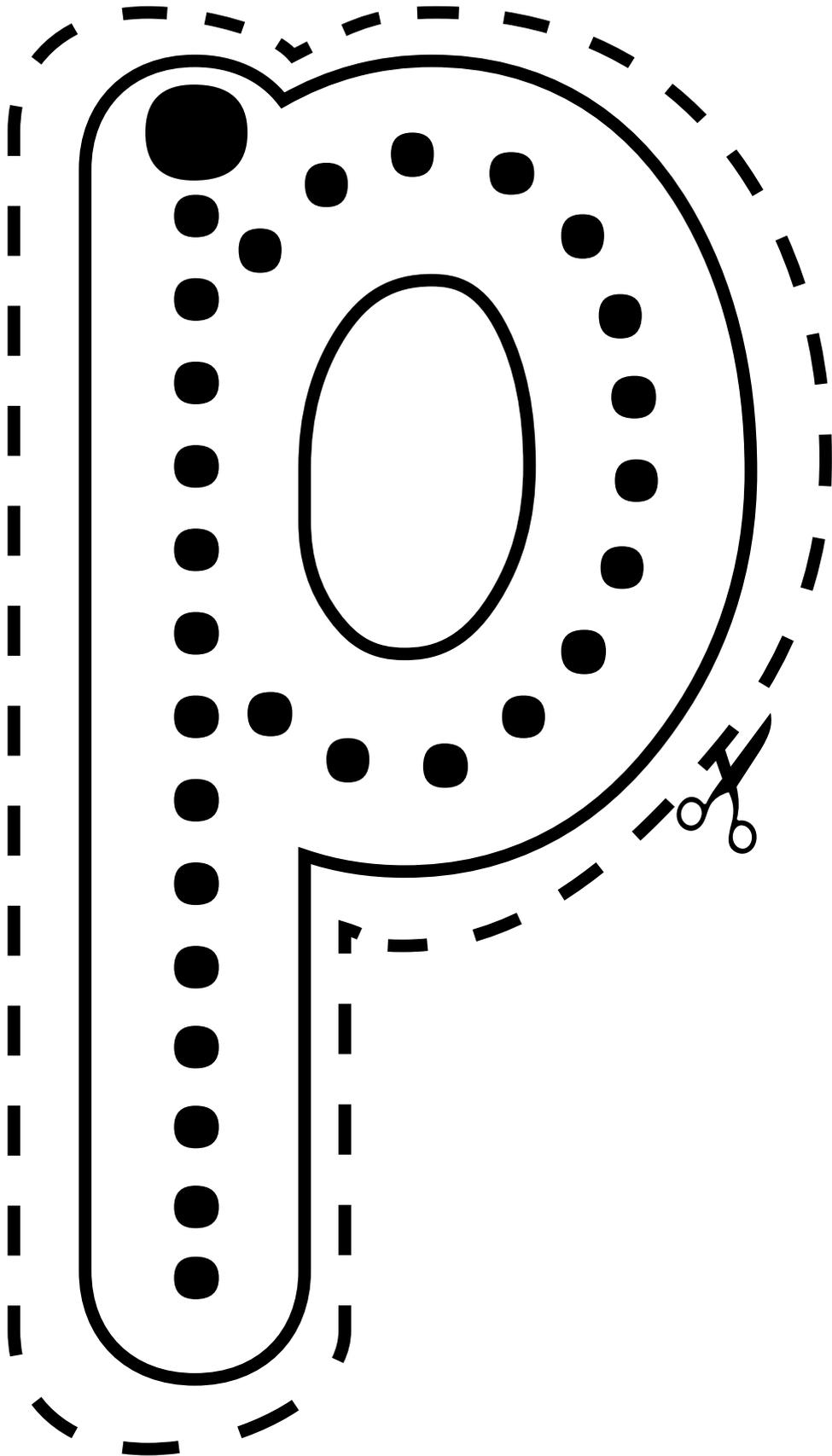


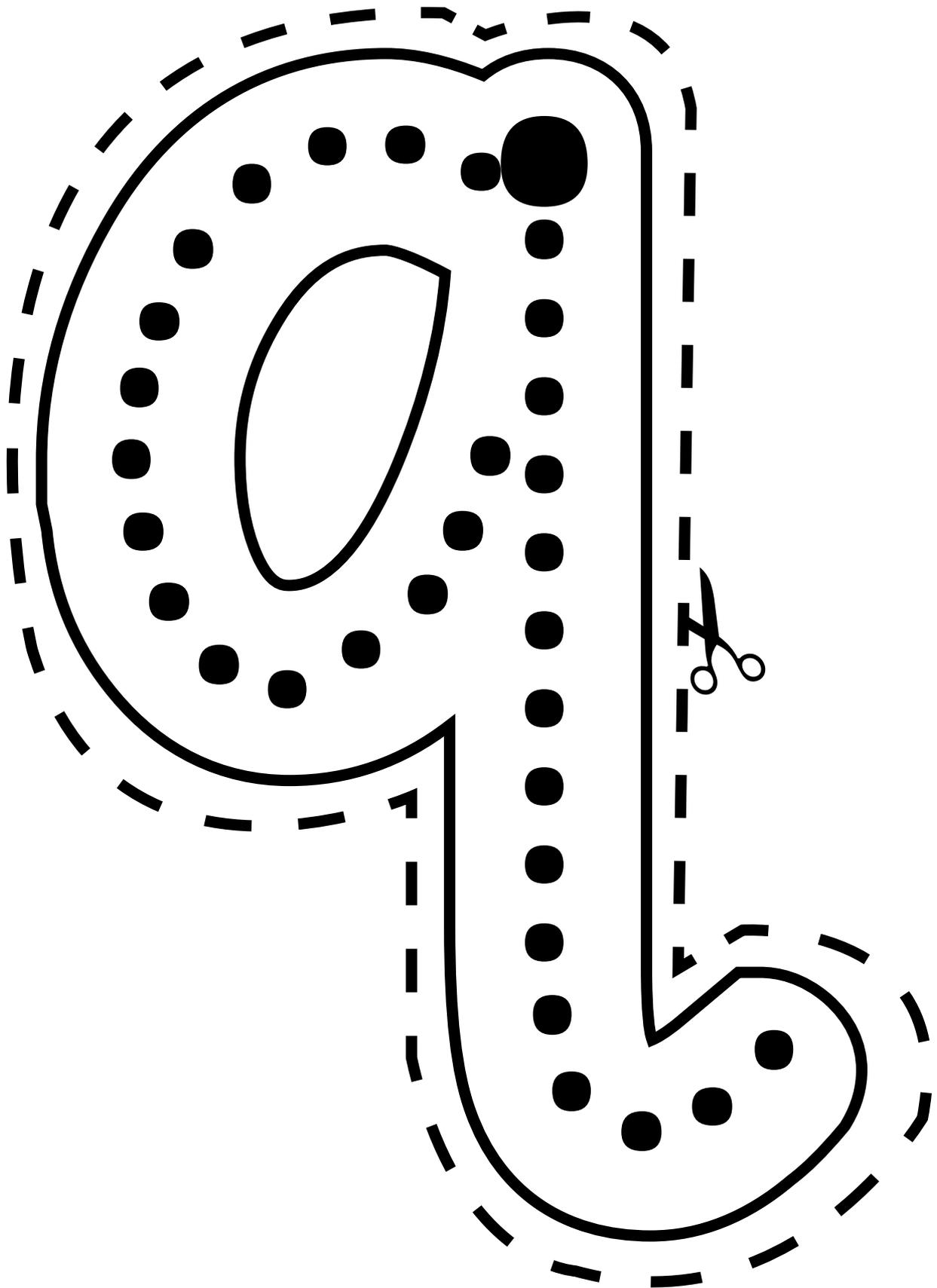


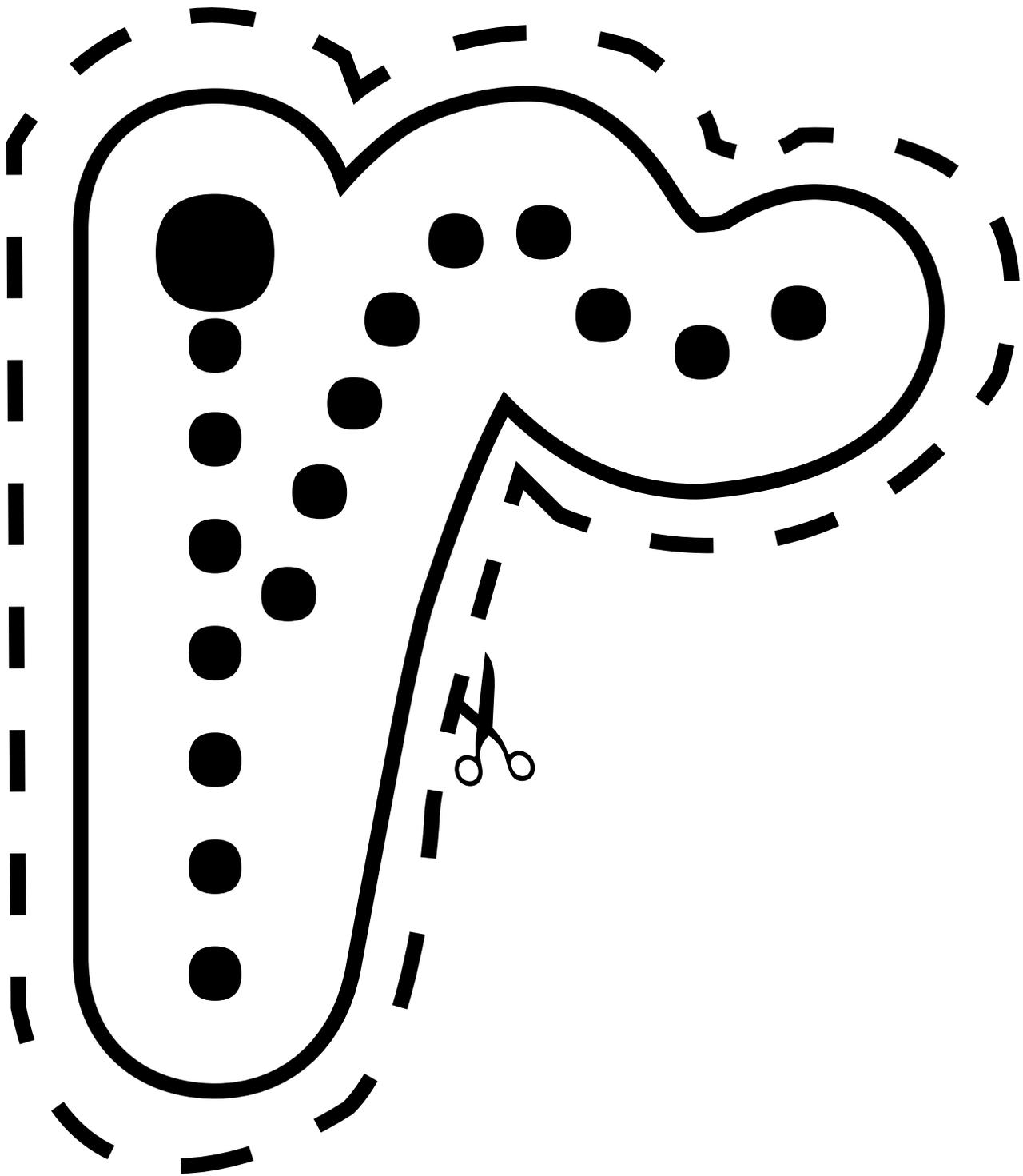


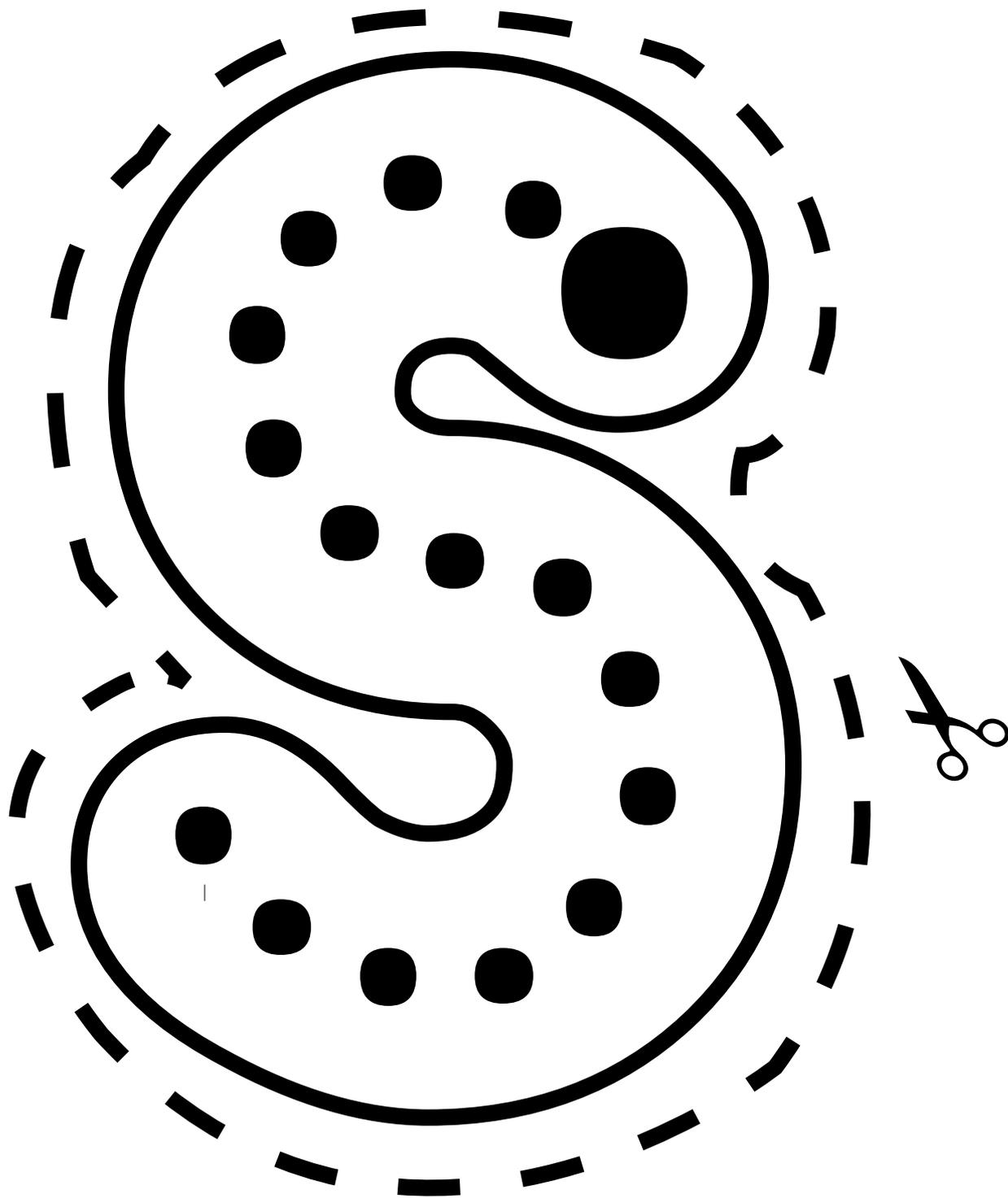


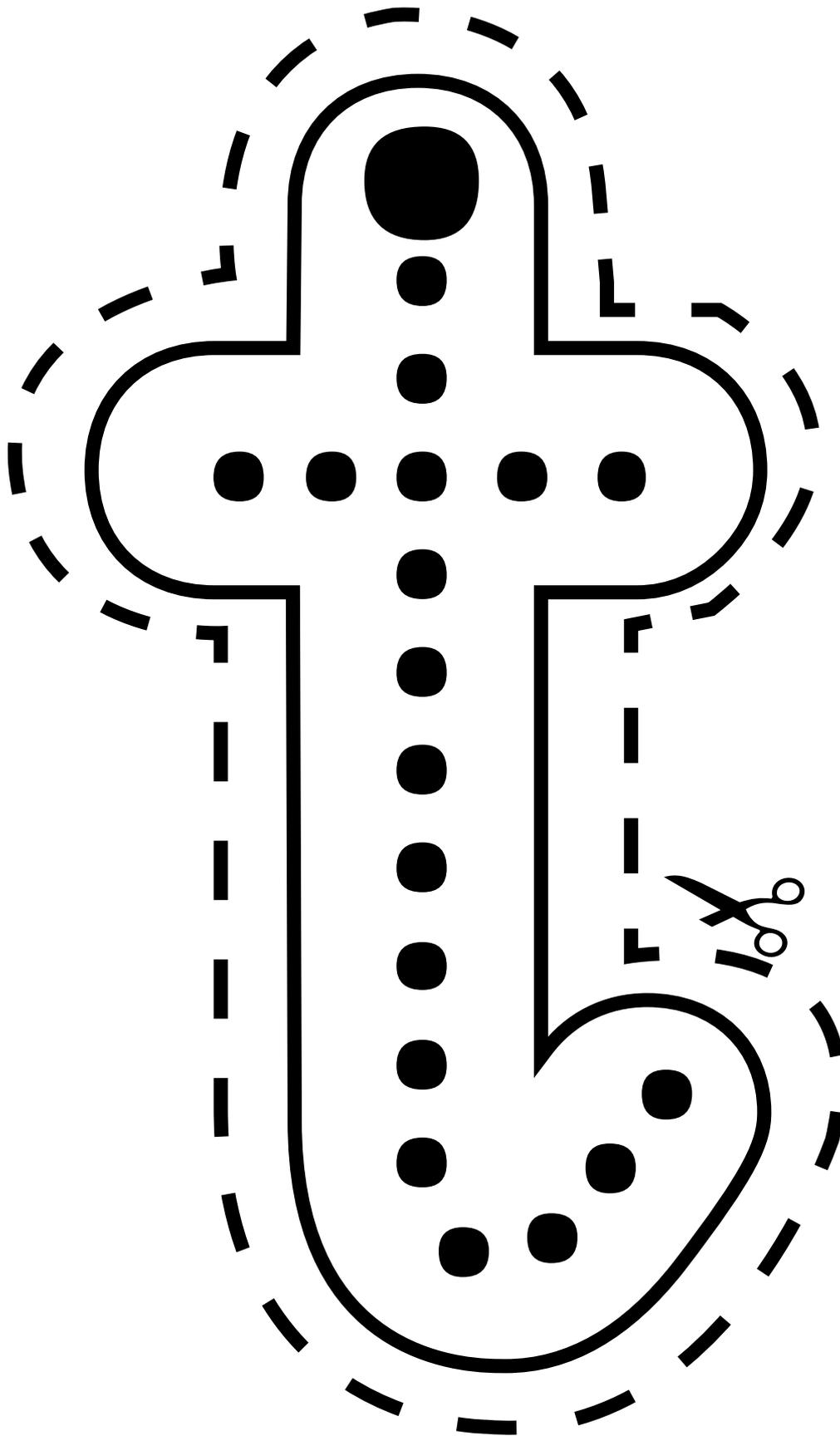


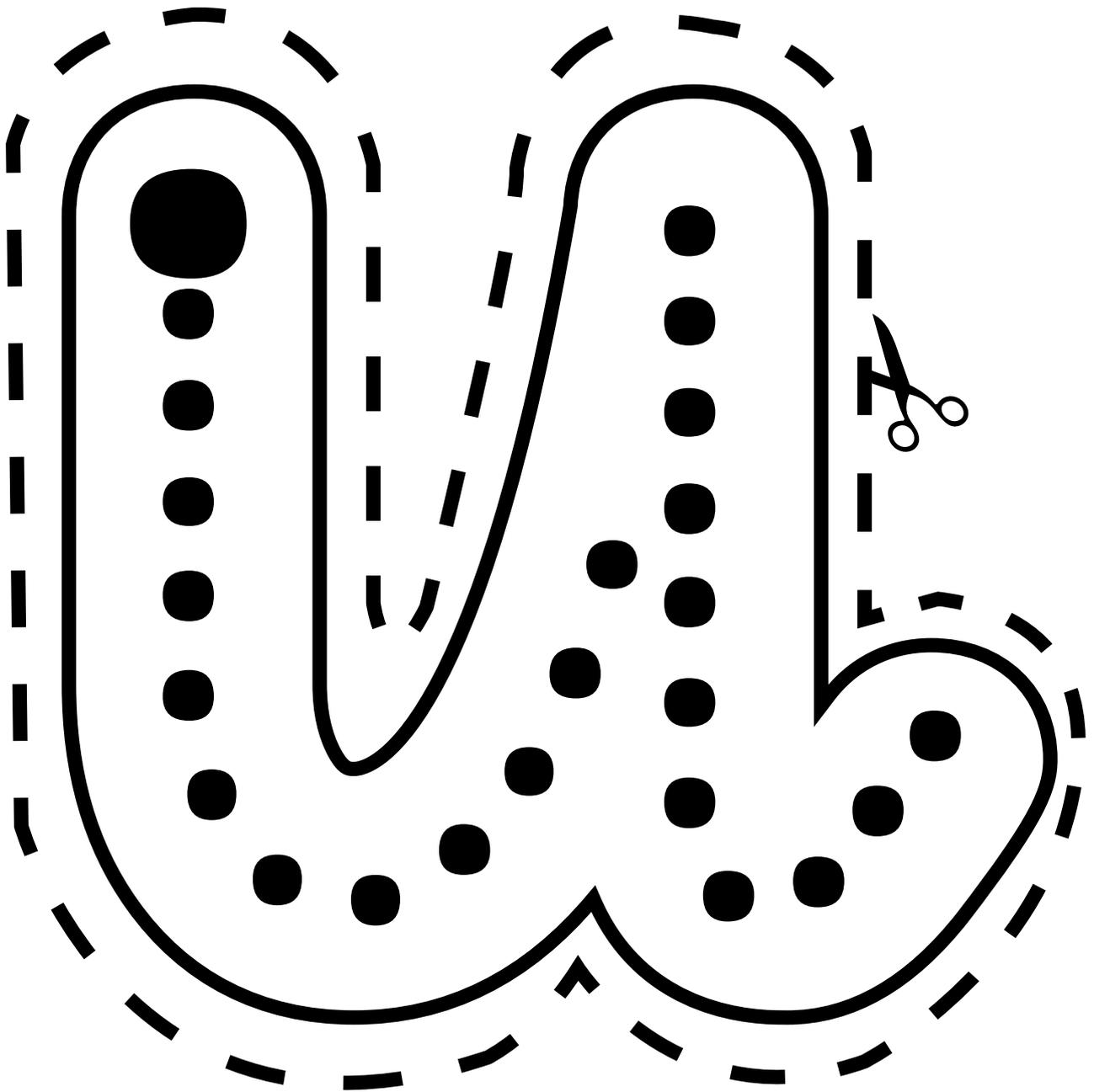


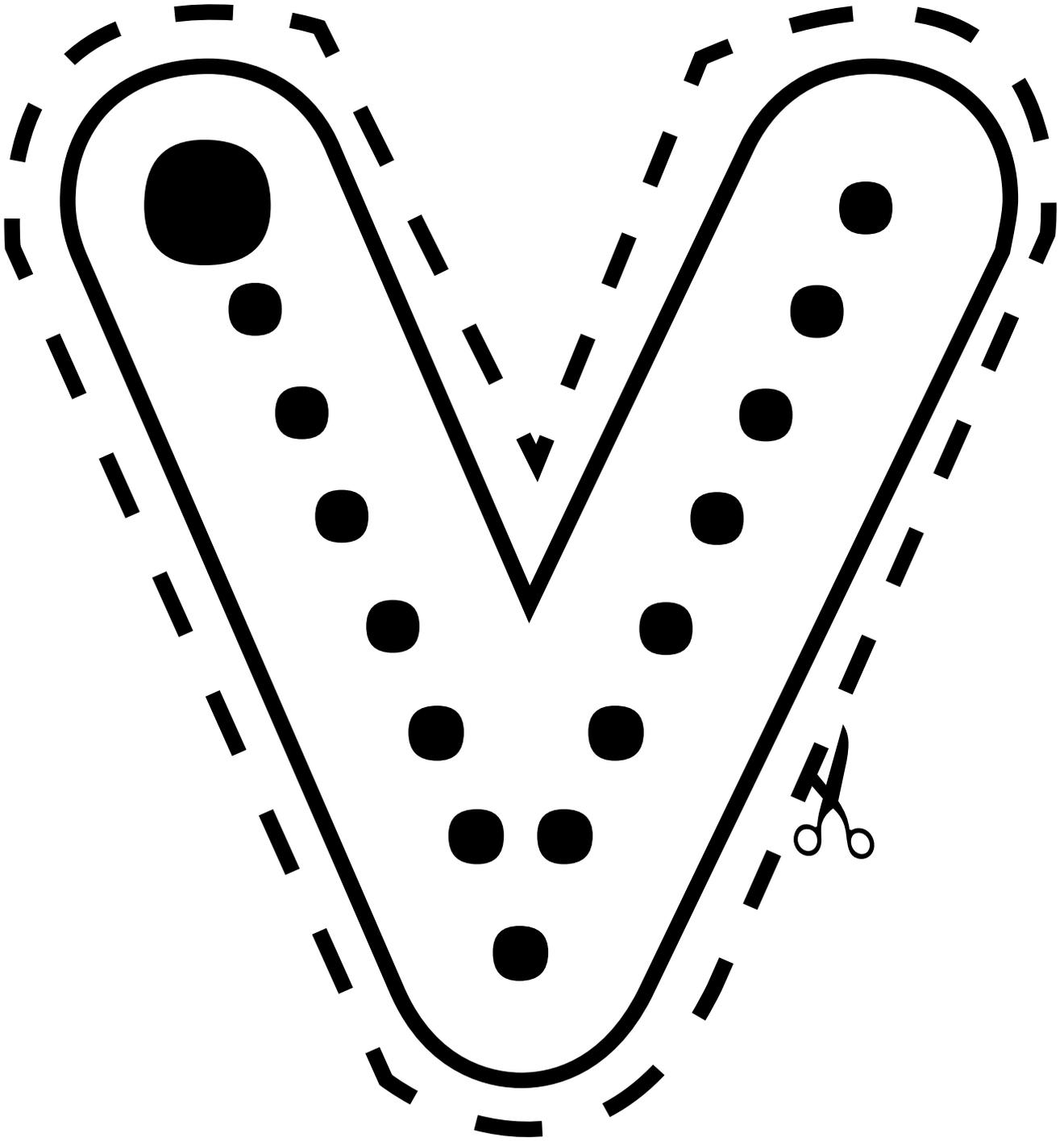




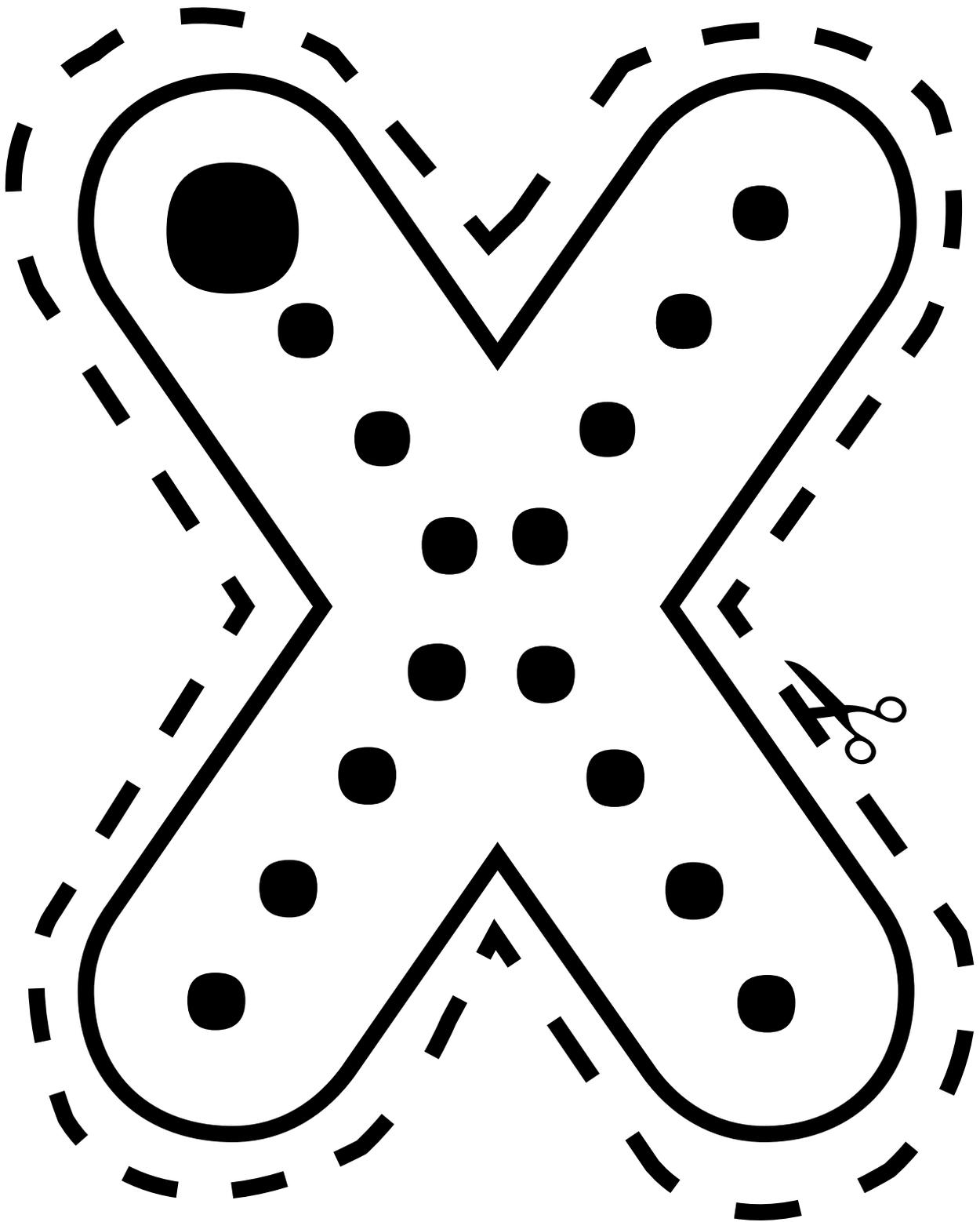


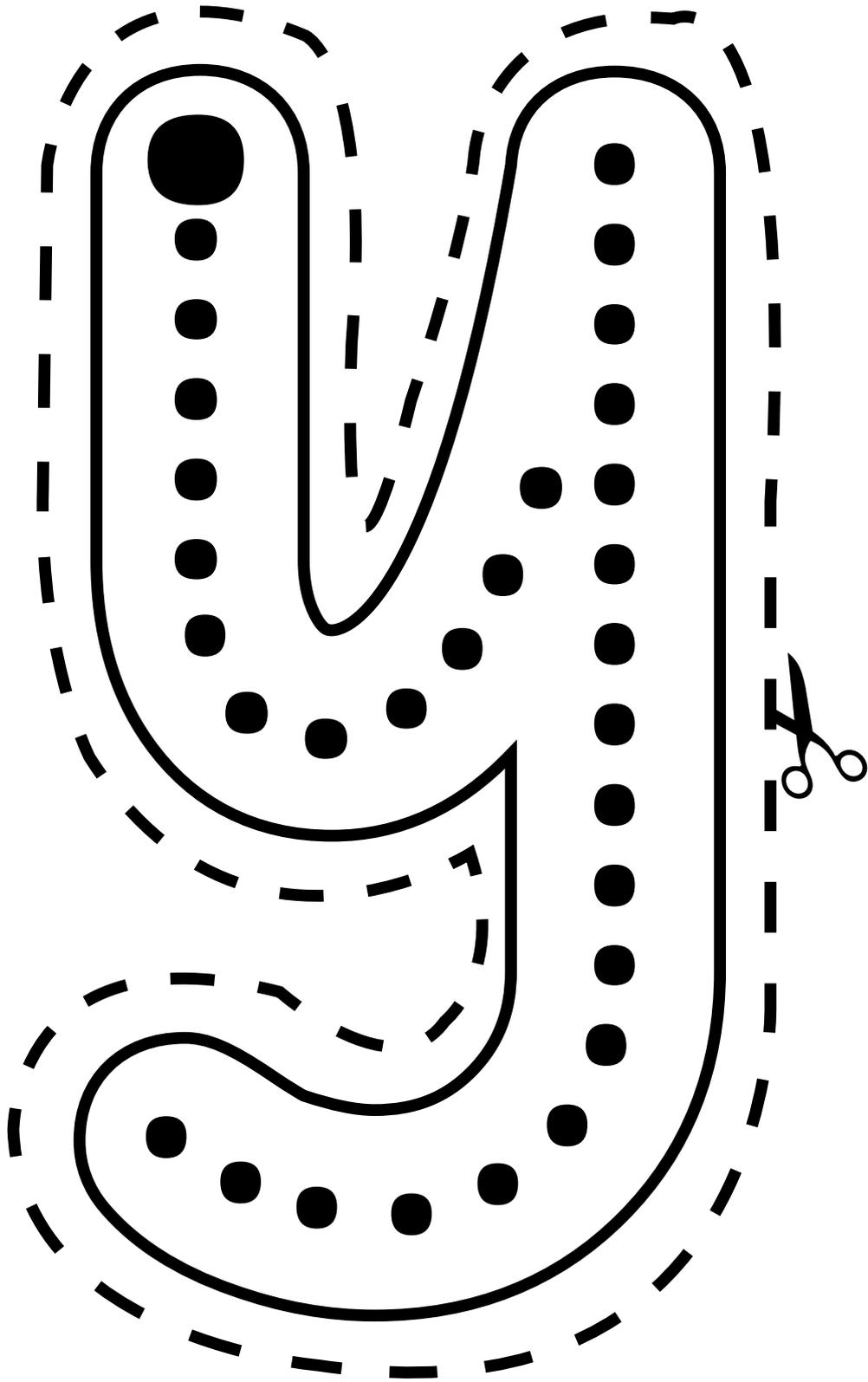


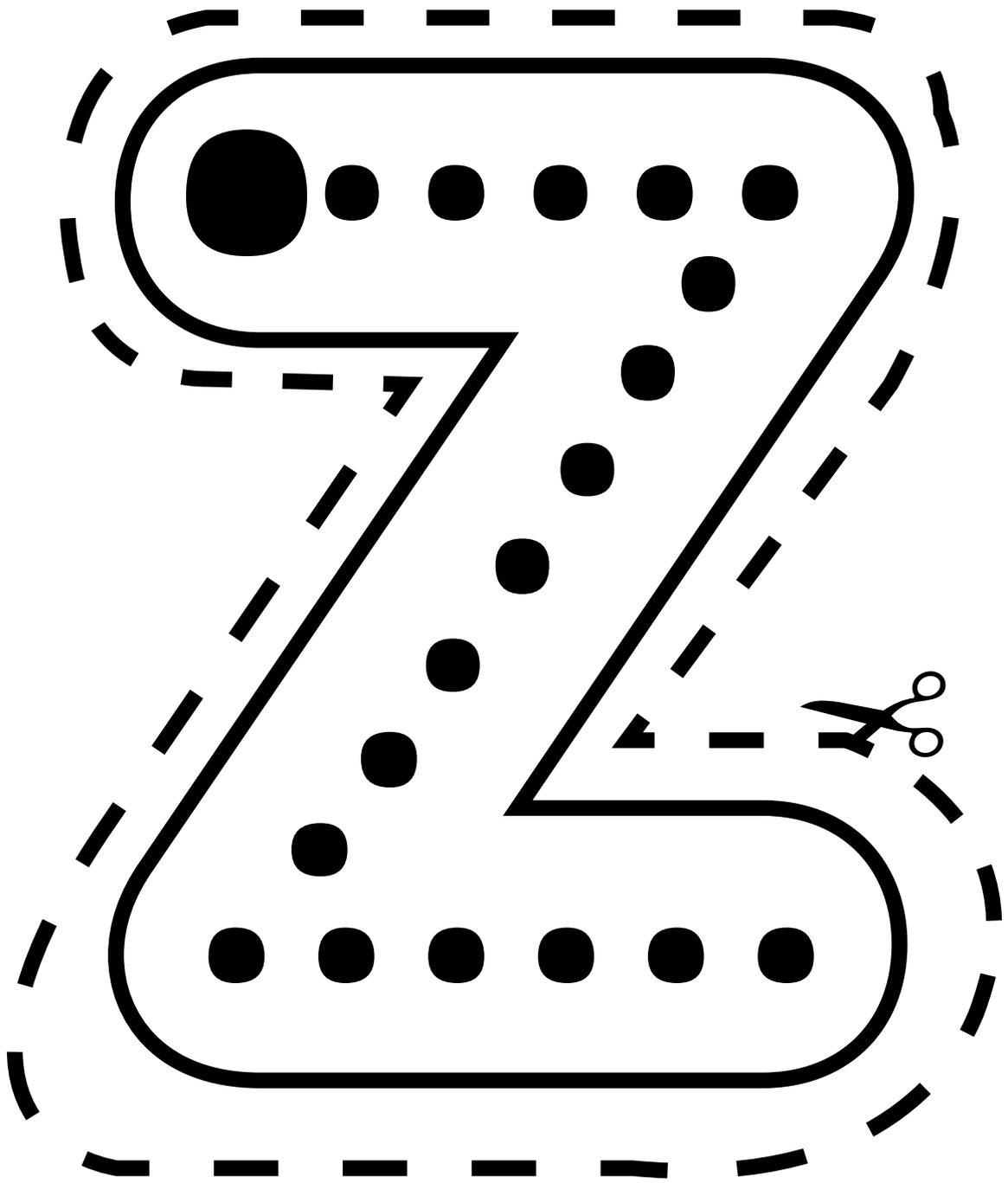












## Note for teachers:

The following content is photocopiable. Kindly get the individual sheets photocopied as per your class strength. Do remember that the children of age group 2.5 to 3.5 have minimum motor skills and may find it difficult to hold a pencil or even at times a crayon at the beginning of the term.

In such cases get the following sheets photocopied and then to increase the usage and to allow error correction cover each paper with a plastic sheet (soft lamination) or get the pages plastic coated (hard lamination). Then provide the children with dry-erase marker and let them try their hands on the pages.

Let them just scroll first and whatever they want. You may also provide large pieces of plastic sheets so the children can let some of their creativity and imagination loose, and at the same time get used to gripping the markers. After they have had their fun then erase their work by either a cloth / tissue / duster (and keep the pieces for next creative burst). Next, demonstrate how to trace the patterns and then slowly move to the letters or numbers (whichever suits your curriculum).

You may keep and use the plastic covered sheets for the entire academic year or even in some cases save them for the next one.

