

Lesson plans

Lesson plan 1: Tracing small and capital letters (with Reggio Emilia approach)

Materials needed needed:

- Mini whiteboards with dry erase markers/Mini blackboards with chalk
- Handwriting book with small and capital letter outlines
- Sandbox/tray
- Play-doh
- Pencils

Pre-activity preparation:

Ensure sandboxes/trays and play-doh are ready for the activity.

Set up handwriting books with small and capital letter outlines.

Introduction to tracing small and capital letters:

Introduce the concept of tracing small and capital letters, emphasizing the Reggio Emilia approach's principles of the children's capabilities, collaboration, and a supportive environment for exploration and learning.

Introduction to small and capital letters:

1. Small letters introduction:

- Display the small letters from 'a' to 'z' in the handwriting book. Explain that these letters are small and have different shapes.
- Demonstrate proper pencil grip and guide the children in tracing the small letter outlines gently and steadily.

2. Capital letters introduction:

- Introduce the capital letters from 'A' to 'Z,' displaying their hollow outlines clearly in the handwriting book. Explain that these letters are big and have spaces inside them.
- Show correct pencil grip and guide the children in tracing the capital letter hollow outlines gently and steadily.

Class activities:

1. Air writing – small and capital letters:

- Demonstrate air writing small and capital letters from 'a' to 'z' and 'A' to 'Z.' Encourage the children to imitate the movements, maintaining space between each other and accurately following instructions.

2. Practice in handwriting books:

- Guide the children in posture and pencil grip. Encourage them to practice tracing small and capital letters in their handwriting books, offering corrections and repetitions as necessary for better understanding and accuracy.

3. Sandbox and play-doh activity:

- Introduce the sandbox and play-doh. Demonstrate tracing small and capital letters in the sandbox using fingers and in play-doh using pencils. Encourage accurate replication of movements along the outlines

Teacher's guidance:

- Observe and assist the children during activities, ensuring comprehension and correct tracing techniques.
- Encourage collaborative exploration and offer positive reinforcement for efforts and participation.

Assessment:

1. Letter identification and tracing accuracy:

Show a mixed sheet with small and capital letters, some traced and some not. Ask the children to identify and trace the correctly formed letters. Example: 'Can you find the letter 'b' and trace it correctly?'

2. Sequential tracing assessment:

Provide a sequence of traced small and capital letters (e.g., 'a', 'B', 'c', 'D'). Request the children to arrange them in the correct order, showcasing their understanding of the alphabet sequence and tracing accuracy. Example: 'Arrange these letters from 'a' to 'D' in the correct order.'

3. Freehand tracing demonstration:

Provide blank sheets for the children to independently trace both small and capital letters without dotted outlines. Assess their ability to replicate the shapes accurately. Example: 'Can you try tracing the letter 'g' and 'G' without any guidelines?'

Lesson plan 2: Mirror image activity (with Reggio Emilia approach)

Materials needed needed:

- Printed sheets with pairs of mirror images and accurate alphabet letters and numbers
- Mirrors (individual or shared)
- Writing materials (pencils, markers)
- Large chart with alphabet letters (optional)

Introduction to mirror image alphabet activity and Reggio Emilia approach:

Introduce the concept of mirror images of alphabet letters, emphasizing the Reggio Emilia approach's focus on the children's capabilities and collaborative learning.

Mirror image:

A mirror image activity involves introducing them to the idea of reflections and symmetry using letters of the alphabet. The children get to explore how mirrors can show images that look like a reverse of what they see. This activity might include games where they match letters with their mirror images, drawing half of a letter and completing its mirror image, or simply using a mirror to look at their own letter drawings. It is all about making learning about reflections fun and interactive, helping them understand how mirrors show things in a different way.

Class activities:

1. Mirror image exploration:

- Provide mirrors and printed sheets with pairs of mirror images and accurate alphabet letters.
- Encourage the children to observe the mirror images and corresponding accurate letters, discussing differences and similarities in pairs.

2. Interactive mirror matching:

- Distribute individual or shared mirrors and printed sheets.
- Instruct the children to use the mirrors to match each mirror image with its accurate alphabet letter, fostering collaboration and observation.

3. Group reflection and discussion:

- Gather the children and discuss their findings, encouraging them to articulate how they identified the correct letters from their mirror images.
- Optionally, display a large chart with alphabet letters for reference and discussion.

Teacher's guidance:

- Observe and facilitate discussions, promoting collaboration and a supportive learning atmosphere.
- Encourage the children to explore and express their observations while offering guidance and positive reinforcement.

Assessment:

1. Mirror image identification:

- Show a pair of mirror images and ask the children to identify the correct alphabet letter corresponding to the mirror image.
- Example: 'Which letter matches this mirror image: 'b' or 'd'?

2. Mirror image sequencing:

- Provide a sequence of mirror images and alphabet letters. Request the children to arrange the accurate letters in the correct order, based on the mirror images.
- Example: 'Can you order these letters 'p', 'q', 'b' based on their mirror images?'

3. Mirror image replication:

- Present a blank sheet and a mirror. Ask the children to replicate a given alphabet letter's mirror image without any guidelines, showcasing their understanding of mirror reflections.
- Example: 'Can you draw the mirror image of the letter 'k' without looking at any reference?'

Note to the teacher: Repeat the same instructions for mirror image number activity.

Section I

Lesson plan 1: Naming words – things in my house

Objective:

To introduce kindergarteners to naming words (nouns) related to items found in their houses, reinforce handwriting skills through tracing vocabulary words and sentences, and encourage creative expression through the Reggio Emilia approach.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures of items found in a house (books, toys, furniture, etc.)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Picture walk: Display pictures of various items found in a house on the chart paper or whiteboard. Encourage the children to identify and name each item. Discuss where these items are found in their houses.

Definition of naming words (nouns):

Naming words, also known as nouns, are words that identify people, places, things, or ideas. They help us name and talk about the world around us. In simpler terms, naming words are words that name things!

Examples of naming words:

- **People:** boy, girl, teacher
- **Places:** house, park, school
- **Things:** book, ball, table
- **Ideas:** love, kindness, happiness

Introduction:

The following activities aim to engage kindergarteners in hands-on experiences that help reinforce the concept of naming words (nouns) by exploring, identifying, and using them in various contexts.

1. Noun hunt:

- Divide the class into groups and give each group a basket or bag.
- Ask them to explore the classroom and find objects that are naming words (nouns). For example, a pencil, a chair, a book, etc.
- Have each group present their findings and discuss why each item is a naming word.

2. Picture sort:

- Prepare a variety of picture cards with nouns (people, places, things).
- Invite the children to sort these pictures into different categories on a board or on the floor.
- Guide discussions about why certain pictures belong in specific categories.

3. Storytelling with nouns:

- Read a simple storybook together, emphasizing the naming words.
- After reading, ask the children to identify and write down all the nouns they heard in the story.
- Encourage them to create their own short stories using the nouns they listed.

4 Show and tell:

- Ask each child to bring in one item from home, that is a naming word (noun).
- During show and tell time, the children describe their item using descriptive words and encourage their classmates to guess the noun.

5. Noun collage:

- Provide magazines, newspapers, and other materials with pictures.
- Ask the children to cut out pictures of nouns and create a collage on a large piece of paper.
- Encourage them to label the nouns they have used in their collage.

Lesson steps:

1. Introduction:

- Gather the children in a circle and discuss the concept of naming words (nouns) using examples from the picture walk.
- Ask open-ended questions: 'What are things you find in your house?' 'Can you name some items you see in the pictures?'
- Introduce the tracing activity by showing the handwriting book and explaining its purpose.

2. Tracing vocabulary words:

- Hand out the handwriting books and guide the children in tracing the vocabulary words related to items in the house (e.g., bed, chair, table, etc.).
- Provide assistance and encouragement as needed, ensuring proper pencil grip and tracing technique.

3. Creating sentences:

- Write simple sentences on the board using the traced vocabulary words (e.g., 'I sit on a chair.' 'I read a book.').
- Guide the children in tracing these sentences in their handwriting books.

4. Scan QR code:

For enhanced learning and engagement, have a scanner ready to scan the given QR code. This QR code directs the children to an audio resource where they can listen to the pronunciation of the traced vocabulary words and sentences covered in this lesson. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

5. Reggio Emilia expression:

- Encourage the children to choose one item from the picture walk that they find interesting.
- Provide drawing materials and ask them to draw a picture of that item in their houses.
- Emphasize creativity and self-expression in their drawings.

Homework:

Family house scavenger hunt: Encourage the children to explore their houses with their parents and identify five items from the lesson. Have them draw these items on the provided sheet and describe where they are found.

Assessment:

1. Can you name three items in your house using their names (nouns)?
2. Show me how you would trace the word 'book'.
3. How would you create a sentence using the word 'table' or 'chair'?

Conclusion:

- Recap the lesson by reviewing the traced words and sentences.
- Encourage the children to share their drawings in the next class.
- Reinforce the importance of practicing handwriting at home.

Lesson plan 2: Action words – things we play with

Objective:

To introduce kindergarteners to action words (verbs) related to items used in play, reinforce handwriting skills through tracing vocabulary words and sentences, and encourage creative expression through the Reggio Emilia approach.

Materials needed needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures of items used in play (robots, balls, marbles, basketball)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Object movement game: Display various play items (balls, toy robots, etc.). Have the children mimic the actions associated with each item, such as rolling the ball, pretending to be a robot, bouncing a basketball, etc.

Definition of action words (verbs):

Action words, also known as verbs, are words that show what someone or something is doing. They describe actions or movements.

Examples of action words:

- **Robot:** walk, dance, turn
- **Ball:** bounce, roll, throw
- **Marble:** spin, drop, flick
- **Basketball:** shoot, dribble, pass

Introduction:

1. Action charades:

- Have the children take turns acting out an action word related to playing with items (e.g., dribbling a ball, shooting a basketball, etc.).
- Others guess the action being performed.

2. Verb-object matching:

- Display pictures of play items and corresponding action word cards.
- Ask the children to match the action word with the correct play item.

3. Action storytelling:

- Create a collaborative story where each child contributes an action word related to playing with specific items.
- Encourage the children to draw illustrations for each action in the story.

4. Play item relay:

- Divide the class into teams.
- Call out an action word, and one child from each team runs to pick up the related play item and performs the action.

5. Verb collage:

- Provide magazines, newspapers, and pictures of actions.
- Ask the children to cut out pictures of actions related to play and create a collage.
- Encourage labelling of the actions they have included in their collage.

Lesson steps:

1. Introduction:

- Gather the children and review the concept of action words using examples from the pre-lesson activity.
- Discuss what actions they perform with play items and introduce the tracing activity using the handwriting book.

2. Tracing vocabulary words:

- Hand out the handwriting books and guide the children in tracing the action words related to items used in play (e.g., robot, ball, marble, basketball).
- Provide support as needed, ensuring proper pencil grip and tracing technique.

3. Creating action sentences:

- Write simple sentences on the board using the traced action words (e.g., 'The robot dances.' 'I throw the ball.').
- Guide the children in tracing these sentences in their handwriting books.

4. Reggio Emilia expression:

- Encourage the children to choose one play item and illustrate an action related to it.
- Provide drawing materials and emphasize creativity and self-expression in their drawings.

Homework:

Play action scene: Encourage the children to create a drawing showing an action word related to a play item they traced during the lesson. For example, drawing a robot dancing or a ball being thrown.

Assessment:

1. Can you demonstrate an action word related to a play item we discussed?
2. Show me how you would trace the word 'basketball.'
3. How would you create a sentence using the word 'robot' or 'ball' to show action?

Conclusion:

- Review traced words and sentences.
- Encourage sharing of drawings in the next class.
- Emphasize practicing handwriting skills at home while exploring action words related to play.

Lesson plan 3: Action words – games we play

Objective:

To review kindergarteners to action words (verbs) related to various games, reinforce handwriting skills through tracing vocabulary words and sentences, and encourage creative expression through the Reggio Emilia approach.

Materials needed needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures of sports equipment or game items (football, golf club, cricket bat, hockey stick, tennis racket)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Game actions charades: Engage the children in a game of charades where they act out actions related to various games like swinging a golf club, kicking a football, hitting a cricket ball, etc. Others guess the game being acted out.

Definition of action words (verbs) – revision:

Action words, also known as verbs, are words that show what someone or something is doing. They describe actions or movements.

Examples of action words:

- **Football:** kick, pass, score
- **Golf:** swing, putt, tee off
- **Cricket:** bat, bowl, catch
- **Hockey:** dribble, shoot, block
- **Tennis:** serve, volley, rally

Lesson steps::

1. Introduction:

- Gather the children and review the concept of action words using examples from the pre-lesson activity.
- Discuss different games they play and introduce the tracing activity using the handwriting book.

2. Tracing vocabulary words:

- Hand out the handwriting books and guide the children in tracing the action words related to various games (e.g., football, golf, cricket, hockey, tennis).
- Provide support as needed, ensuring proper pencil grip and tracing technique.

3. Creating action sentences:

- Write simple sentences on the board using the traced action words (e.g., 'I kick the football.' 'We play cricket.').
- Guide the children in tracing these sentences in their handwriting books.

4. QR code:

Have a scanner ready to scan the given QR code. This QR code directs the children to a video resource where they can see various games that can be played. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

5. Reggio Emilia expression:

- Encourage the children to choose a game action they enjoy and illustrate it.
- Provide drawing materials and emphasize creativity and self-expression in their drawings.

Classroom activities:

1. Game actions matching:

- Display pictures of game equipment and corresponding action word cards.
- Ask the children to match the action word with the correct game item.

2. Game action relay:

- Divide the class into teams.
- Call out an action word, and one child from each team performs the related action using an imaginary game item.

3. Game action draw and describe:

- Provide drawing materials and ask the children to draw a picture of their favourite game action.
- Encourage them to describe the action they drew.

4. Game item hunt:

- Hide pictures of game items around the classroom.
- Ask the children to find the items and then perform an action related to each item once found.

5. Game action storytelling:

- Collaboratively create a story where each child contributes an action word related to playing various games.
- Encourage the children to draw illustrations for each action in the story.

Homework:

Game action drawing challenge: Encourage the children to draw a picture showing an action related to a game they traced during the lesson. For example, kicking a football or swinging a golf club.

Assessment:

1. Can you demonstrate an action word related to a game we discussed?
2. Show me how you would trace the word 'tennis.'
3. How would you create a sentence using the word 'cricket' or 'hockey' to show action?

Conclusion:

- Review traced words and sentences.
- Encourage sharing of drawings in the next class.
- Emphasize practicing handwriting skills at home while exploring action words related to different games.

Lesson plan 4: Naming and describing words - the ways we travel

Objective:

To introduce kindergarteners to naming (nouns) and describing (adjectives) words related to modes of transportation, reinforce handwriting skills through tracing vocabulary words and sentences, and encourage creative expression through the Reggio Emilia approach.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures of different modes of transportation (car, taxi, motorcycle, airplane)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Transportation Sort: Display pictures of various modes of transportation. Ask the children to sort them into groups based on how they move (land, water, air).

Introduction for describing words (adjectives):

Describing words, also known as adjectives, are words that tell us more about nouns. They describe or give information about people, places, or things.

Examples of describing words:

- **Car:** red, fast, shiny
- **Taxi:** yellow, busy, helpful
- **Motorcycle:** loud, speedy, sleek
- **Airplane:** big, high, noisy

Definition of naming words (nouns) – revision:

Naming words, also known as nouns, are words that identify people, places, things, or ideas. They help us name and talk about the world around us. In simpler terms, naming words are words that name things!

Examples of naming words:

- **People:** boy, girl, teacher
- **Places:** house, park, school
- **Things:** book, ball, table
- **Ideas:** love, kindness, happiness

Lesson steps:

1. Introduction:

- Gather the children and review the concept of describing words using examples from the pre-lesson activity.
- Discuss different modes of transportation they know and introduce the tracing activity using the handwriting book.

2. Tracing vocabulary words:

- Hand out the handwriting books and guide the children in tracing the mode of transportation words (e.g., car, taxi, motorcycle, airplane).
- Provide support as needed, ensuring proper pencil grip and tracing technique.

3. Creating descriptive sentences:

- Write simple sentences on the board using the traced mode of transportation words and their describing words (e.g., 'The red car is fast.' 'The yellow taxi is helpful').
- Guide the children in tracing these sentences in their handwriting books.

4. QR code:

Make sure to have a scanner prepared for scanning the given QR code. This QR code will lead the children to a video resource depicting different modes of transportation and showcasing descriptive words associated with each mode. Ensure that the internet access and a compatible device for scanning the QR code during the lesson to enrich the learning experience on naming and describing words related to the ways we travel.

5. Reggio Emilia expression:

- Encourage the children to choose a mode of transportation and illustrate it, adding descriptive words to their drawings.
- Provide drawing materials and emphasize creativity and self-expression in their drawings.

Classroom activities:

1. Describing word match:

- Display pictures of modes of transportation and corresponding describing word cards.
- Ask the children to match the describing words with the correct mode of transportation.

2. Describing word drawing:

Provide drawing materials and ask the children to draw a mode of transportation and describe it using at least three adjectives.

3. Guess the transportation:

Describe a mode of transportation using adjectives, and have the children guess which one it is.

4. Describing word relay:

- Divide the class into teams and call out a describing word.
- One child from each team runs to pick up a picture of a mode of transportation they think matches the describing word.

5. Create a transportation scene:

- Provide a large paper or poster board.
- Ask the children to collaboratively create a transportation scene using drawings and descriptive words.

Homework:

Describing transportation scene: Encourage the children to draw a scene with different modes of transportation and add descriptive words to describe each one.

Assessment:

1. Can you tell me two describing words for a car?
2. Show me how you would trace the word 'motorcycle'.
3. How would you create a sentence using the word 'airplane' and a describing word?

Conclusion:

- Review traced words and sentences.
- Encourage sharing of drawings in the next class.
- Emphasize practicing handwriting skills at home while exploring describing words related to modes of transportation.

Lesson plan 5: Naming and describing words – things we wear

Objective:

To introduce kindergarteners to naming (nouns) and describing (adjectives) words related to clothing items, reinforce handwriting skills through tracing vocabulary words and sentences, and encourage creative expression through the Reggio Emilia approach.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or actual clothing items (shoes, gloves, sweater, raincoat, flip-flops)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Clothing mix-up: Display various clothing items or pictures mixed together. Ask the children to sort and group them based on where or when they might wear each item (e.g., indoors, outdoors, in winter, etc.).

Definition of describing words (adjectives) – revision:

Describing words, also known as adjectives, are words that tell us more about nouns. They describe or give information about people, places, or things.

Examples of describing words:

- **Shoes:** comfy, colourful, sneakers
- **Gloves:** warm, fuzzy, knitted
- **Sweater:** cozy, thick, woolen
- **Raincoat:** waterproof, yellow, hooded
- **Flip-flops:** casual, beachy, sandals

Lesson steps:

1. Introduction:

- Gather the children and review the concept of describing words using examples from the pre-lesson activity.
- Discuss different clothing items they wear and introduce the tracing activity using the handwriting book.

2. Tracing vocabulary words:

- Hand out the handwriting books and guide the children in tracing the clothing words (e.g., shoes, gloves, sweater, raincoat, flip-flops).
- Provide support as needed, ensuring proper pencil grip and tracing technique.

3. Creating descriptive sentences:

- Write simple sentences on the board using the traced clothing words and their describing words (e.g., 'The warm gloves are fuzzy.' 'The yellow raincoat is waterproof.').
- Guide the children in tracing these sentences in their handwriting books.

4. QR code:

Make sure to have a scanner prepared for scanning the given QR code. This QR code will lead the children to a video resource depicting different things that can be worn and showcasing descriptive words associated with each mode. Ensure that the internet access and a compatible device for scanning the QR code during the lesson to enrich the learning experience on naming and describing words related to the ways we travel.

5. Reggio Emilia expression:

- Encourage the children to choose a clothing item and illustrate it, adding descriptive words to their drawings.
- Provide drawing materials and emphasize creativity and self-expression in their drawings.

Class activities:

1. Describing clothing match:

- Display pictures of clothing items and corresponding describing word cards.
- Ask the children to match the describing words with the correct clothing item.

2. Dress-up relay:

- Divide the class into teams.
- Call out a describing word, and one child from each team runs to pick up the clothing item they think matches the describing word.

3. Describe and draw:

- Provide drawing materials and ask the children to draw a clothing item and describe it using at least three adjectives.

4. Fashion show:

- Organize a mini fashion show where the children dress up in different clothing items and describe what they are wearing using adjectives.

5. Clothing collage:

- Provide magazines, newspapers, and pictures of clothing items.
- Ask the children to cut out pictures of clothing and create a collage, labelling the describing words they have used.

Homework:

Describing clothing sketch: Encourage the children to sketch a clothing item they like and write three describing words to describe it.

Assessment:

1. Can you tell me two describing words for a sweater?
2. Show me how you would trace the word 'flip-flops.'
3. How would you create a sentence using the word 'raincoat' and a describing word?

Conclusion:

- Review traced words and sentences.
- Encourage sharing of drawings in the next class.
- Emphasize practicing handwriting skills at home while exploring describing words related to clothing items.

Section II

Lesson plan 1: Vowels (a / an)

Objective:

Introduce kindergarteners to vowels and articles (a/an), reinforce handwriting skills through tracing sentences, and help understand the usage of 'a' and 'an' in sentences.

Materials needed:

- Handwriting book with sentences
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of various objects (apple, ball, cat, etc.)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Vowel hunt: Display pictures or flash cards of objects. Ask the children to identify the starting sounds of each word and classify them into vowels (a, e, i, o, u) and consonants.

Introduction for vowels and articles:

Vowels are the letters a, e, i, o, and u. Articles 'a' and 'an' are small words used before nouns to show if the noun is general (a) or specific (an).

Lesson steps:

1. Introduction:

- Introduce vowels and articles using examples from the pre-lesson activity.
- Discuss the usage of 'a' and 'an' in sentences and their relation to nouns.

2. Tracing sentences:

- Hand out the handwriting books with sentences that have blanks for 'a' or 'an'.
- Guide the children in tracing the sentences and circling the correct article.

Class activities:

1. Article sort:

- Show pictures or flash cards of objects (apple, ball, cat).
- Ask the children to decide whether to use 'a' or 'an' before each noun and explain their choice.

2. Vowel object match:

- Display pictures or flash cards of objects with their names written.
- Ask the children to identify if the noun starts with a vowel or a consonant and use 'a' or 'an' accordingly.

3. Article sentence tracing:

- Provide sentences in the handwriting book for tracing that incorporate 'a' or 'an' (e.g., 'I see ___ apple.' 'She has ___ umbrella').
- Guide the children to trace and choose/circle the correct article.

4. Picture book creation:

Encourage the children to create a picture book using drawings of different objects and label them with sentences using 'a' or 'an'.

Homework:

Article worksheet: Provide sentences with blanks for 'a' or 'an' for the children to fill in at home.

Assessment:

1. When do we use 'a' before a noun, and when do we use 'an'?
2. Can you circle the correct article ('a' or 'an') for the word 'apple' in a sentence?
3. Provide an example of a sentence using 'a' or 'an' correctly with a noun.

Lesson plan 2: Short 'a' sounds

Objective:

Introduce kindergarteners to words with short 'a' sounds, reinforce handwriting skills through tracing vocabulary words and sentences, and demonstrate the usage of short 'a' sounds in sentences.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of short 'a' words (cat, mat, rat, tap)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Short 'a' sound hunt: Show pictures or flash cards of objects with short 'a' sounds. Ask the children to identify the objects and the sound they hear at the beginning of the word.

Introduction for short 'a' sounds:

Short 'a' sounds are vowel sounds that are produced in a short duration, such as in words like cat, mat, rat, and tap.

Lesson steps:

1. Introduction:

- Introduce the concept of short 'a' sounds using examples from the pre-lesson activity.
- Discuss words with short 'a' sounds and their usage in sentences.

2. Tracing vocabulary words:

- Hand out the handwriting books with short 'a' words (cat, mat, rat, tap) for tracing.
- Guide the children in tracing the words, emphasizing the short 'a' sound.

3. Creating sentences:

- Provide sentences in the handwriting book with short 'a' words.
- Guide the children in tracing these sentences, highlighting the words with short 'a' sound words.

Class activities:

1. Short 'a' sound match:

- Display pictures or flash cards of objects with short 'a' sounds.
- Ask the children to match the pictures with the words and identify and pronounce the short 'a' sound words.

2. Sentence tracing:

- Provide sentences in the handwriting book using short 'a' words (e.g., 'The cat sat on the mat.' 'A rat ran fast').
- Guide the children in tracing the sentences, emphasizing the short 'a' sound words.

3. Picture story creation:

Encourage the children to create a short story using drawings of objects with short 'a' sounds and label them with sentences.

Homework:

Short 'a' words worksheet: Provide sentences with blanks for the children to fill in with appropriate short 'a' words.

Assessment:

1. Can you identify a word with a short 'a' sound among these: bat, pen, cat?
2. Show me how you would trace the word 'rat.'
3. Create a sentence using the word 'tap' that demonstrates its short 'a' sound.

Lesson plan 3: Short 'e' sounds

Objective:

Introduce kindergarteners to words with short 'e' sounds, reinforce handwriting skills through tracing vocabulary words and sentences, and demonstrate the usage of short 'e' sounds in sentences.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of short 'e' words (pet, hen, leg, jet)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Short 'e' sound hunt: Display pictures or flash cards of objects with short 'e' sounds. Ask the children to identify the objects and the sound they hear at the beginning of the word.

Introduction for short 'e' sounds:

Short 'e' sounds are vowel sounds produced in a short duration, such as in words like pet, hen, leg, and jet.

Lesson steps:

1. Introduction:

- Introduce the concept of short 'e' sounds using examples from the pre-lesson activity.
- Discuss words with short 'e' sounds and their usage in sentences.

2. Tracing vocabulary words:

- Hand out the handwriting books with short 'e' words (pet, hen, leg, jet) for tracing.
- Guide the children in tracing the words, emphasizing the short 'e' sound.

3. Creating sentences:

- Provide sentences in the handwriting book with short 'e' words.
- Guide the children in tracing these sentences, highlighting the words with short 'e' sounds.

Class activities:

1. Short 'e' sound match:

- Display pictures or flash cards of objects with short 'e' sounds.
- Ask the children to match the pictures with the words and identify and pronounce the short 'e' sound words.

2. Sentence tracing:

- Provide sentences in the handwriting book using short 'e' words (e.g., 'The pet is my friend'. 'A hen lays eggs').
- Guide the children in tracing the sentences, emphasizing the short 'e' sound words.

3. Picture story creation:

Encourage the children to create a short story using drawings of objects with short 'e' sounds and label them with sentences.

Homework:

Short 'e' words worksheet: Provide sentences with blanks for the children to fill in with appropriate short 'e' words.

Assessment:

1. Can you identify a word with a short 'e' sound among these: bed, cat, pet?
2. Show me how you would trace the word 'leg'.
3. Create a sentence using the word 'jet' that demonstrates its short 'e' sound.

Lesson plan 4: Short ‘i’ sounds

Objective:

Introduce kindergarteners to words with short ‘i’ sounds, reinforce handwriting skills through tracing vocabulary words and sentences, and demonstrate the usage of short ‘i’ sounds in sentences.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of short ‘i’ words (in, lip, pin, fin)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Short ‘i’ sound hunt: Display pictures or flash cards of objects with short ‘i’ sounds. Ask the children to identify the objects and the sound they hear at the beginning of the word.

Introduction for short ‘i’ sounds:

Short ‘i’ sounds are vowel sounds produced in a short duration, such as in words like in, lip, pin, and fin.

Lesson steps:

1. Introduction:

- Introduce the concept of short ‘i’ sounds using examples from the pre-lesson activity.
- Discuss words with short ‘i’ sounds and their usage in sentences.

2. Tracing vocabulary words:

- Hand out the handwriting books with short ‘i’ words (in, lip, pin, fin) for tracing.
- Guide the children in tracing the words, emphasizing the short ‘i’ sound.

3. Creating sentences:

- Provide sentences in the handwriting book with short ‘i’ words.
- Guide the children in tracing these sentences, highlighting the words with short ‘i’ sounds.

Class activities:

1. Short ‘i’ sound match:

- Display pictures or flash cards of objects with short ‘i’ sounds.
- Ask the children to match the pictures with the words and identify and pronounce the short ‘i’ sound words.

2. Sentence tracing:

- Provide sentences in the handwriting book using short 'i' words (e.g., 'I am in the class.' 'The fin is in the water.').
- Guide the children in tracing the sentences, emphasizing the short 'i' sound words.

3. Picture story creation:

Encourage the children to create a short story using drawings of objects with short 'i' sounds and label them with sentences.

Homework:

Short 'i' words worksheet: Provide sentences with blanks for the children to fill in with appropriate short 'i' words.

Assessment:

1. Can you identify a word with a short 'i' sound among these: sit, pen, lip?
2. Show me how you would trace the word 'pin.'
3. Create a sentence using the word 'fin' that demonstrates its short 'i' sound.

Lesson plan 5: Short 'o' sounds

Objective:

Introduce kindergarteners to words with short 'o' sounds, reinforce handwriting skills through tracing vocabulary words and sentences, and demonstrate the usage of short 'o' sounds in sentences.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of short 'o' words (log, top, hop, ox)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Short 'o' sound hunt: Display pictures or flash cards of objects with short 'o' sounds. Ask the children to identify the objects and the sound they hear at the beginning of the word.

Introduction for short 'o' sounds:

Short 'o' sounds are vowel sounds produced in a short duration, such as in words like log, top, hop, and ox.

Lesson steps:

1. Introduction:

- Introduce the concept of short 'o' sounds using examples from the pre-lesson activity.
- Discuss words with short 'o' sounds and their usage in sentences.

2. Tracing vocabulary words:

- Hand out the handwriting books with short 'o' words (log, top, hop, ox) for tracing.
- Guide the children in tracing the words, emphasizing the short 'o' sound.

3. Creating sentences:

- Provide sentences in the handwriting book with short 'o' words.
- Guide the children in tracing these sentences, highlighting the words with short 'o' sounds.

Class activities:

1. Short 'o' sound match:

- Ask the children to match the pictures with the words and identify and pronounce the short 'o' sound words.
- Display pictures or flash cards of objects with short 'o' sounds.

2. Sentence tracing:

- Provide sentences in the handwriting book using short 'o' words (e.g., 'The hop is big'. 'The ox is strong').
- Guide the children in tracing the sentences, emphasizing the short 'o' sound words.

3. Picture story creation:

Encourage the children to create a short story using drawings of objects with short 'o' sounds and label them with sentences.

Homework:

Short 'o' words worksheet: Provide sentences with blanks for the children to fill in with appropriate short 'o' words.

Assessment:

1. Can you identify a word with a short 'o' sound among these: box, bat, log?
2. Show me how you would trace the word 'top'.
3. Create a sentence using the word 'hop' that demonstrates its short 'o' sound.

Lesson plan 6: Short 'u' sounds

Objective:

Introduce kindergarteners to words with short 'u' sounds, reinforce handwriting skills through tracing vocabulary words and sentences, and demonstrate the usage of short 'u' sounds in sentences.

Materials needed:

- Handwriting book with tracing exercises
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of short 'u' words (bug, cup, sun, run)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

Short 'u' sound hunt: Display pictures or flash cards of objects with short 'u' sounds. Ask the children to identify the objects and the sound they hear at the beginning of the word.

Introduction for short 'u' sounds:

Short 'u' sounds are vowel sounds produced in a short duration, such as in words like bug, cup, sun, and run.

Lesson steps:

1. Introduction:

- Introduce the concept of short 'u' sounds using examples from the pre-lesson activity.
- Discuss words with short 'u' sounds and their usage in sentences.

2. Tracing vocabulary words:

- Hand out the handwriting books with short 'u' words (bug, cup, sun, run) for tracing.
- Guide the children in tracing the words, emphasizing the short 'u' sound.

3. Creating sentences:

- Provide sentences in the handwriting book with short 'u' words.
- Guide the children in tracing these sentences, highlighting the words with short 'u' sounds.

Class activities:

1. Short 'u' sound match:

- Display pictures or flash cards of objects with short 'u' sounds.
- Ask the children to match the pictures with the words and identify and pronounce the short 'u' sound words.

2. Sentence tracing:

- Provide sentences in the handwriting book using short 'u' words (e.g., 'The bug is small.' 'I run fast').
- Guide the children in tracing the sentences, emphasizing the short 'u' sound words.

3. Picture story creation:

Encourage the children to create a short story using drawings of objects with short 'u' sounds and label them with sentences.

Homework:

Short 'u' words worksheet: Provide sentences with blanks for the children to fill in with appropriate short 'u' words.

Assessment:

1. Can you identify a word with a short 'u' sound among these: rug, pen, bug?
2. Show me how you would trace the word 'cup'.
3. Create a sentence using the word 'sun' that demonstrates its short 'u' sound.

Lesson plan 7: High-frequency words – 1

Objective:

Introduce kindergarteners to high-frequency words, reinforce handwriting skills through tracing sentences containing these words, and engage in a crossword puzzle activity.

Materials needed:

- Handwriting book with tracing sentences
- Crossword puzzle sheets with high-frequency words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of high-frequency words (the, and, is, to, do, if, him, your, saw, was)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

High-frequency word hunt: Display pictures or flash cards of objects with high-frequency words. Ask the children to identify the words and discuss their meanings.

Introduction for high-frequency words:

High-frequency words are commonly used words in the English language that appear frequently in texts and sentences. Some examples include: the, and, is, to, do, if, him, your, saw, and was.

What is a crossword puzzle?

A crossword puzzle is like a big word game made up of boxes. Some boxes have letters in them, and some are empty, waiting for us to fill in the right letters. We have clues that help us know what words to put in those empty boxes.

How to solve it?

1. **Read the clues:** Each box in the puzzle has a clue. It is like a little hint telling us a word. Let's read the clues together!
2. **Think about the word:** When we read the clues, we think about the word that fits. Sometimes the clues remind us of things we know or have learned.
3. **Find the right boxes:** Once we know the word, we look for the boxes where that word fits. Each box has one letter.
4. **Use what you know:** We might not know all the words at first, but that is okay. We will use the words we do know to help us find others.
5. **Have fun!** Most importantly, we will have a lot of fun doing this. There is no rush, and it is okay to take our time and enjoy finding the words.

A tip: Sometimes, if we are not sure about a word, it is helpful to ask a friend or a grown-up for a little help.

Lesson steps:

1. Introduction:

- Introduce the concept of high-frequency words using examples from the pre-lesson activity.
- Discuss the importance of these words in sentences.

2. Crossword puzzle activity:

- Distribute the crossword puzzle sheets with high-frequency words.
- Guide the children in finding and tracing these words in the puzzle.

3. Sentence tracing:

- Provide sentences in the handwriting book with high-frequency words.
- Guide the children in tracing these sentences, highlighting the high-frequency words.

Class activities:

1. Crossword puzzle activity:

- Provide crossword puzzle sheets with the high-frequency words listed in the handwriting book.
- Encourage the children to find and trace the words in the crossword puzzle.

2. Sentence tracing:

- Provide sentences in the handwriting book using high-frequency words (e.g., 'The cat is here.' 'I saw a bird').
- Guide the children in tracing these sentences, emphasizing the high-frequency words.

3. Word recognition:

- Use flash cards or pictures to reinforce word recognition of high-frequency words.
- Engage the children in word games or activities that involve identifying these words.
- Encourage the children to create sentences using these words.

Homework:

High-frequency words worksheet: Provide sentences with blanks for the children to fill in with appropriate high-frequency words.

Assessment:

1. Can you identify a high-frequency word among these: book, the, pen?
2. Show me how you would trace the word 'and'.
3. Create a sentence using the word 'do' that demonstrates its usage.

Lesson plan 8: Short vowels

Objective:

Introduce kindergarteners to short vowel sounds, reinforce handwriting skills through tracing sentences containing short vowel words, and engage in vocabulary word tracing.

Materials needed:

- Handwriting book with tracing sentences
- Pictures or flash cards of short vowel words (fan, win, mug, pot)
- Drawing paper for each child
- Crayons or coloured pencils
- Large chart paper or whiteboard
- Markers or coloured pencils
- QR code for video assistance

Pre-lesson activity:

Short vowel sound hunt: Display pictures or flash cards of objects with short vowel sounds. Ask the children to identify the words and their sounds.

Introduction for short vowels:

Short vowels are the sounds produced by vowels when they are not pronounced as their names. They are 'a', 'e', 'i', 'o', and 'u'. Examples include words like fan, win, mug, and pot.

Lesson steps:

1. Introduction:

- Introduce the concept of short vowel sounds using examples from the pre-lesson activity.
- Discuss words with short vowel sounds and their usage in sentences.

2. Vocabulary word tracing:

- Distribute tracing sheets with short vowel words.
- Guide the children in tracing these words and identifying the vowel sounds.

3. Sentence tracing:

- Provide sentences in the handwriting book with short vowel words.
- Guide the children in tracing these sentences, emphasizing the short vowel words.

4. Teacher reminder:

Please prepare a scanner to scan the provided QR code for video assistance to support the lesson on short vowels.

Class activities:

1. Vocabulary word tracing:

- Provide tracing sheets with the short vowel words (fan, win, mug, pot).
- Encourage the children to trace these words and identify the vowel sounds.

2. Sentence tracing:

- Provide sentences in the handwriting book using short vowel words (e.g., 'I can win.' 'The fan is on.').
- Guide the children in tracing these sentences, emphasizing the short vowel words.

3. Word recognition:

- Use flash cards or pictures to reinforce word recognition of short vowel words.
- Engage the children in activities that involve identifying and sorting short vowel words.
- Encourage the children to create their sentences using short vowel words.

Homework:

Short vowel sentences: Provide sentences with blanks for the children to fill in with appropriate short vowel words.

Assessment:

1. Can you identify a short vowel word among these: cat, pot, sun?
2. Show me how you would trace the word 'fan'.
3. Create a sentence using the word 'win' that demonstrates its short vowel sound.

Lesson plan 9: High-frequency words – 2

Objective:

Introduce kindergarteners to high-frequency words, reinforce handwriting skills through tracing sentences containing these words, and engage in a crossword puzzle activity.

Materials needed:

- Handwriting book with tracing sentences
- Crossword puzzle sheets with high-frequency words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of high-frequency words (for, be, it, my, in, on, out, like, they)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

High-frequency word hunt: Display pictures or flash cards of objects with high-frequency words. Ask the children to identify the words and discuss their meanings.

Lesson steps:

1. Introduction:

- Introduce the concept of high-frequency words using examples from the pre-lesson activity.
- Discuss the importance of these words in sentences.

2. Crossword puzzle activity:

- Distribute the crossword puzzle sheets with high-frequency words.
- Guide the children in finding and tracing these words in the puzzle.

3. Sentence tracing:

- Provide sentences in the handwriting book with high-frequency words.
- Guide the children in tracing these sentences, highlighting the high-frequency words.
- Also encourage them to read the sentences aloud before tracing.

Class activities:

1. Crossword puzzle activity:

- Provide crossword puzzle sheets with the high-frequency words listed in the handwriting book.
- Encourage the children to find and trace the words in the crossword puzzle.

2. Sentence tracing:

- Provide sentences in the handwriting book using high-frequency words (e.g., ‘They like to play.’ ‘It is for you.’).
- Guide the children in tracing these sentences, emphasizing the high-frequency words.

3. Word recognition:

- Use flash cards or pictures to reinforce word recognition of high-frequency words.
- Engage the children in word games or activities that involve identifying these words.
- Encourage the children to create short sentences orally using these words.

Homework:

High-frequency words worksheet: Provide sentences with blanks for the children to fill in with appropriate high-frequency words.

Assessment:

1. Can you identify a high-frequency word among these: cat, for, pen?
2. Show me how you would trace the word ‘like’.
3. Create a sentence using the word ‘they’ that demonstrates its usage.

Lesson plan 10: Words with initial digraphs

Objective:

Introduce kindergarteners to words with initial digraphs ('sh', 'ch', 'th'), reinforce handwriting skills through tracing words, and encourage independent writing of these digraphs.

Materials needed:

- Handwriting book with tracing exercises
- Pictures or flash cards of words with initial digraphs (thin, shed, chip, shop, chop, sharp, shark)
- Drawing paper for each child
- Crayons or coloured pencils
- Large chart paper or whiteboard
- Markers or coloured pencils

Pre-lesson activity:

Digraph hunt: Display pictures or flash cards of objects with initial digraphs ('sh', 'ch', 'th'). Ask the children to identify the sounds and discuss words that start with these sounds.

Introduction to initial digraphs:

Digraphs are two letters that come together to make one sound. Today, we will be focusing on some special sounds at the beginning of words—'sh', 'ch', and 'th'!

Lesson steps:

1. Introduction:

- Introduce the concept of initial digraphs using examples from the pre-lesson activity.
- Discuss how 'sh', 'ch', and 'th' make special sounds at the beginning of words.

2. Tracing words with digraphs:

- Provide tracing exercises with words containing initial digraphs (thin, shed, chip, shop, chop, sharp, shark).
- Guide the children in tracing these words multiple times to reinforce recognition.

3. Independent writing:

Encourage the children to write the traced words independently in their handwriting books.

4. QR code:

Have your scanning device ready to scan the provided QR code. This code will direct you to an audio resource designed to aid in pronunciation and reinforce the sounds of the initial digraphs ('sh', 'ch', 'th'). Scan the QR code to play the helpful audio, which will assist in further understanding and practicing these sounds in the classroom.

Homework:

Digraphs worksheet: Provide a sheet with blank spaces for the children to write words starting with 'sh', 'ch', or 'th'.

Assessment:

1. Can you name a word that starts with 'sh'?
2. Show me how you would trace the word 'sharp'.
3. Can you write a word that starts with 'th'?

Lesson plan 11: High-frequency words – 3

Objective:

Introduce kindergarteners to high-frequency words, reinforce handwriting skills through tracing sentences containing these words, and engage in a crossword puzzle activity.

Materials needed:

- Handwriting book with tracing sentences
- Crossword puzzle sheets with high-frequency words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of high-frequency words (all, have, from, but, am, got, with, up, that, this)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

High-frequency word hunt: Display pictures or flash cards of objects with high-frequency words. Ask the children to identify the words and discuss their meanings.

Lesson steps:

1. Introduction:

- Introduce the concept of high-frequency words using examples from the pre-lesson activity.
- Discuss the importance of these words in sentences.

2. Crossword puzzle activity:

- Provide crossword puzzle sheets with the high-frequency words listed in the handwriting book.
- Guide the children in finding and tracing these words in the puzzle.

3. Sentence tracing:

- Provide sentences in the handwriting book with high-frequency words.
- Guide the children in tracing these sentences, highlighting the high-frequency words.

Class activities:

- Engage the children in word recognition activities, using flash cards or interactive games to reinforce the recognition of high-frequency words.
- Encourage the children to create sentences using these words.

Homework:

High-frequency words worksheet: Provide sentences with blanks for the children to fill in with appropriate high-frequency words.

Assessment:

1. Can you identify a high-frequency word among these: cat, but, pen?
2. Show me how you would trace the word 'have'.
3. Create a sentence using the word 'this' that demonstrates its usage.

Lesson plan 12: High-frequency words – 4

Objective:

Introduce kindergarteners to high-frequency words, reinforce handwriting skills through tracing sentences containing these words, and engage in a crossword puzzle activity.

Materials needed:

- Handwriting book with tracing sentences
- Crossword puzzle sheets with high-frequency words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of high-frequency words (she, there, their, good, then, eat, see, her, he, come, go)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

High-frequency word hunt: Display pictures or flash cards of objects with high-frequency words. Ask the children to identify the words and discuss their meanings.

Lesson steps:

1. Introduction:

- Introduce the concept of high-frequency words using examples from the pre-lesson activity.
- Discuss the importance of these words in sentences.

2. Crossword puzzle activity:

- Provide crossword puzzle sheets with the high-frequency words listed in the handwriting book.
- Guide the children in finding and tracing these words in the puzzle.

3. Sentence tracing:

- Provide sentences in the handwriting book with high-frequency words (e.g., 'She can see a bird.' 'He likes to eat').
- Guide the children in tracing these sentences, highlighting the high-frequency words.

Class activities:

- Engage the children in word recognition activities, using flash cards or interactive games to reinforce the recognition of high-frequency words.
- Encourage the children to create sentences using these words.

Homework:

High-frequency words worksheet: Provide sentences with blanks for the children to fill in with appropriate high-frequency words.

Assessment:

1. Can you identify a high-frequency word among these: cat, then, pen?
2. Show me how you would trace the word 'good.'
3. Create a sentence using the word 'she' that demonstrates its usage.

Lesson plan 13: Exploring long vowel sounds

Objective:

Introduce kindergarteners to long vowel sounds (a, e, i, o, u), reinforce handwriting skills through tracing words with long vowels, and engage in activities to reinforce the concept.

Materials needed:

- Handwriting book with tracing exercises
- Pictures or flash cards of words with long vowel sounds (cake, rake, make, lake, tree, bee, see, knee, kite, bike, slide, five, bone, cone, rope, globe, cube, tube, mute, cute)
- Drawing paper for each child
- Crayons or coloured pencils
- Large chart paper or whiteboard
- Markers or coloured pencils

Pre-lesson activity:

Long vowel hunt: Display pictures or flash cards of objects with long vowel sounds. Ask the children to identify the words and discuss the sounds they hear.

Introduction to long vowels:

Long vowels are special sounds that say their own names! Today, we will explore five long vowel sounds: 'a', 'e', 'i', 'o', 'u'.

Lesson steps:

1. Introduction:

- Introduce the concept of long vowels using examples from the pre-lesson activity.
- Explain how long vowels make the sounds of their names.

2. Tracing words with long vowels:

- Provide tracing exercises with words containing long vowels for each sound (cake, rake, make, lake, tree, bee, see, knee, kite, bike, slide, five, bone, cone, rope, globe, cube, tube, mute, cute).
- Guide the children in tracing these words multiple times to reinforce recognition.

3. Word recognition activities:

- Engage the children in word recognition activities using flash cards or interactive games to reinforce recognition of words with long vowels.
- Encourage the children to come up with new words that contain long vowel sounds.

3. QR code:

Have your scanning device ready to scan the provided QR code. This code will direct you to an audio resource designed to aid in pronunciation and reinforce the sounds of the long vowels. Scan the QR code to play the helpful audio, which will assist in further understanding and practicing these sounds in the classroom.

Class activities:

- Ask the child to read the words aloud paying attention to pronunciation of ‘a_e’, ‘ee’, ‘i_e’, ‘o_e’, and ‘u_e’ sounds and how they change. Encourage them to write independently.
- Engage the children in activities that involve categorizing words by their long vowel sounds.
- Encourage the children to create sentences using words with long vowels.

Homework:

Long vowel worksheet: Provide a sheet with blanks for the children to fill in with words containing long vowels.

Assessment:

1. Can you name a word that has a long ‘a’ sound?
2. Show me how you would trace the word ‘bike.’
3. Create a sentence using a word with a long ‘o’ sound.

Lesson plan 14: High-frequency words – 5

Objective:

Introduce kindergarteners to high-frequency words, reinforce handwriting skills through tracing sentences containing these words, and engage in a crossword puzzle activity.

Materials needed:

- Handwriting book with tracing sentences
- Crossword puzzle sheets with high-frequency words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Pictures or flash cards of high-frequency words (this, that, can, came, an, get, are, his, no, of, so, do)
- Drawing paper for each child
- Crayons or coloured pencils

Pre-lesson activity:

High-frequency word hunt: Display pictures or flash cards of objects with high-frequency words. Ask the children to identify the words and discuss their meanings.

Lesson steps:

1. Introduction:

- Introduce the concept of high-frequency words using examples from the pre-lesson activity.
- Discuss the importance of these words in sentences.

2. Crossword puzzle activity:

- Distribute the crossword puzzle sheets with high-frequency words.
- Guide the children in finding and tracing these words in the puzzle.

3. Sentence tracing:

- Provide sentences in the handwriting book with high-frequency words (e.g., 'This is my hat.' 'That can be fun').
- Guide the children in tracing these sentences, highlighting the high-frequency words.

Class activities:

- Engage the children in word recognition activities, using flash cards or interactive games to reinforce the recognition of high-frequency words.
- Encourage the children to create sentences using these words.

Homework:

High-frequency words worksheet: Provide sentences with blanks for the children to fill in with appropriate high-frequency words.

Assessment:

1. Can you identify a high-frequency word among these: cat, this, pen?
2. Show me how you would trace the word 'came'.
3. Create a sentence using the word 'that' that demonstrates its usage.

Lesson plan 15: Exploring word family ‘-ai’

Objective:

Introduce kindergarteners to the word family ‘-ai’, reinforce handwriting skills through tracing words and sentences, and engage in activities to reinforce the concept.

Materials needed:

- Handwriting book with tracing exercises
- Pictures or flash cards of words from the ‘-ai’ word family (nail, tail, rail, jail, mail, sail)
- Drawing paper for each child
- Crayons or coloured pencils
- Large chart paper or whiteboard
- Markers or coloured pencils

Pre-lesson activity:

Word family exploration: Display pictures or flash cards of objects from the ‘-ai’ word family. Ask the children to identify the words and discuss the sounds and patterns they hear.

Introduction to word family ‘-ai’:

Today, we will explore words that belong to the ‘-ai’ family. When we see ‘-ai’ in a word, it often makes the sound ‘ay’ like in ‘nail’ or ‘sail’!

Lesson steps:

1. Introduction:

- Introduce the concept of word families using examples from the pre-lesson activity.
- Explain how ‘-ai’ in a word makes the ‘ay’ sound.
- Also encourage students to explore ‘-ai’ words that rhyme and share similar sounds.

2. Tracing words and sentences:

- Provide tracing exercises with words from the ‘-ai’ word family and sentences containing these words (nail, tail, rail, jail, mail, sail).
- Guide the children in tracing these words and sentences multiple times to reinforce recognition and usage.

3. Word recognition activities:

- Engage the children in word recognition activities using flash cards or interactive games to reinforce recognition of words from the ‘-ai’ family.
- Encourage the children to come up with new words belonging to the ‘-ai’ family.

Class activities:

Engage the children in activities that involve identifying and sorting words by their ‘-ai’ word family and creating sentences using these words.

Homework:

Word family worksheet: Provide a sheet with blanks for the children to fill in with words from the ‘-ai’ family.

Assessment:

1. Can you name a word from the ‘-ai’ word family?
2. Show me how you would trace the word ‘mail.’
3. Create a sentence using a word from the ‘-ai’ family.

Lesson plan 16: Exploring word family ‘-sh’

Objective:

Introduce kindergarteners to the word family ‘-sh’, reinforce handwriting skills through tracing words and sentences, and engage in activities to reinforce the concept.

Materials needed:

- Handwriting book with tracing exercises
- Pictures or flash cards of words from the ‘-sh’ word family (dash, cash, rash, trash, fish, smash)
- Drawing paper for each child
- Crayons or coloured pencils
- Large chart paper or whiteboard
- Markers or coloured pencils

Pre-lesson activity:

Word family exploration: Display pictures or flash cards of objects from the ‘-sh’ word family. Ask the children to identify the words and discuss the sounds and patterns they hear. Encourage them to come up with new words belonging to the ‘-sh’ word family.

Introduction to word family ‘-sh’:

Today, we will explore words that belong to the ‘-sh’ family. When we see ‘-sh’ in a word, it often makes the sound ‘sh’ like in ‘dash’ or ‘fish’!

Class activities:

1. Tracing words and sentences with ‘-sh’:

- Provide tracing exercises with words from the ‘-sh’ word family (dash, cash, rash, trash, fish, smash).
- Guide the children in tracing these words and sentences containing these words to show their usage.

2. Word recognition:

- Use flash cards or pictures to reinforce word recognition of words from the ‘-sh’ word family.
- Engage the children in activities that involve identifying and sorting words from the ‘-sh’ word family.

Lesson steps:

1. Introduction:

- Introduce the concept of word families using examples from the pre-lesson activity.
- Explain how ‘-sh’ in a word makes the ‘sh’ sound.

2. Tracing words and sentences:

- Provide tracing exercises with words from the ‘-sh’ word family and sentences containing these words (dash, cash, rash, trash, fish, smash).
- Guide the children in tracing these words and sentences multiple times to reinforce recognition and usage.

3. Word recognition activities:

- Engage the children in word recognition activities using flash cards or interactive games to reinforce recognition of words from the ‘-sh’ word family.
- Encourage the children to come up with new words belonging to the ‘-sh’ family.

Class activities:

Engage the children in activities that involve identifying and sorting words from the ‘-sh’ word family and creating sentences using these words.

Homework:

Word family worksheet: Provide a sheet with blanks for the children to fill in with words from the ‘-sh’ family.

Assessment:

1. Can you name a word from the ‘-sh’ word family?
2. Show me how you would trace the word ‘trash’.
3. Create a sentence using a word from the ‘-sh’ family.

Lesson plan 17: Read, trace, and write

Objective:

Teach kindergarteners to read, trace, and independently write sentences using a gradual approach.

Materials needed:

- Handwriting book with sentences for tracing and independent writing
- Drawing paper for each child
- Writing utensils (pencils, crayons, etc.)
- Large chart paper or whiteboard
- Markers or coloured pencils

Pre-lesson activity:

Word association game: Engage the children in a word association game. Say a word and ask the children to think of a word that rhymes with it.

Introduction to ‘read, trace, and write’:

Today, we are going to practice reading sentences, tracing them, writing single words independently, and then writing the entire sentence by ourselves.

Lesson steps:

1. Introduction:

- Explain the ‘Read, Trace, and Write’ method using an example sentence.
- Emphasize the importance of tracing to learn proper letter formation and spacing.

2. Practice session:

- Distribute the handwriting book with sentences for tracing and independent writing For example:
‘The pan is hot.’
‘The _____ is hot.’ ‘_____’.
- Guide the children through the process: first tracing the sentence, then the single word, and finally writing the entire sentence independently.

3. Gradual writing process:

- Start by having the children trace the complete sentence provided in the handwriting book.
- Next, have them trace the same sentence but write a single word independently in the blank space.
- Offer positive reinforcement and corrective feedback when necessary.

Class activities:

- Engage the children in group activities where they read sentences aloud and practice tracing and writing them on mini whiteboards or paper.
- Encourage peer support and collaboration.

Homework:

Write the sentence: Assign the children to practice writing the same sentence they learned in class as homework.

Assessment:

1. What are the steps in the 'Read, Trace, and Write' method?
2. Can you show me how you would write a single word independently in the sentence?
3. Demonstrate how you write the entire sentence independently.

Lesson plan 18: Sentence building

Objective:

Introduce kindergarteners to the concept of words and sentences, teaching them how sentences are formed by arranging words in a specific order.

Materials needed:

- Sentence cards with jumbled words
- Large chart paper or whiteboard
- Markers or coloured pencils
- Drawing paper for each child
- Writing utensils (pencils, crayons, etc.)

Pre-lesson activity:

Word sort activity: Provide a set of picture cards with various objects or animals. Have the children sort them into groups based on similar characteristics (e.g., animals, things you find in a house).

Introduction to sentence building:

Today, we are going to learn about sentences! Sentences are groups of words that make complete sense and express a thought. Let's find out how words come together to form sentences.

Lesson steps:

1. Introduction:

- Discuss what words and sentences are, using simple examples and visual aids.
- Explain that sentences are made up of words arranged in a specific order to convey a complete idea.

2. Jumbled sentences activity:

- Distribute sentence cards with jumbled words to the children.
- Encourage them to work individually or in pairs to arrange the words to form meaningful sentences.

3. Sentence formation demonstration:

- Write a jumbled sentence on the board or chart paper.
- Invite the children to help rearrange the words to create a proper sentence, guiding them through the process.

4. QR code:

Have your scanning device ready to scan the provided QR code. This code will direct you to an audio resource designed to aid in pronunciation and reinforce the sounds of sentence building. Scan the QR code to play the helpful audio, which will assist in further understanding and practicing these sounds in the classroom.

Class activities:

- Engage the children in a group activity where they form sentences using picture cards or word blocks.
- Encourage the children to share their sentences with the class.

Homework:

Build your sentence: Provide the children with a few jumbled sentences to rearrange and make sense of as homework.

Assessment:

1. What is a sentence? How is it different from a word?
2. Can you demonstrate how to arrange jumbled words to form a sentence?
3. Explain how you know when a sentence is complete and makes sense.

Lesson plan 19: Objects and their colours

Objective:

Introduce kindergarteners to the concept of colours, associating colours with objects, and reinforcing handwriting skills through tracing sentences and independent word writing.

Materials needed:

- Sentence cards with missing words
- Handwriting book with sentences for tracing
- Drawing paper for each child
- Writing utensils (pencils, crayons, etc.)
- Coloured markers or crayons
- Large chart paper or whiteboard
- Picture cards of objects in different colours

Pre-lesson activity:

Colour sorting game: Show various objects or cards of different colours and ask the children to sort them by colours, encouraging discussions about each colour.

Introduction to objects and colours:

Today, we are going to talk about colours! Colours are the different shades we see all around us. Each colour has a name, like red, blue, yellow, and more.

Lesson steps:

1. Introduction:

- Discuss what colours are and their presence in everyday objects.
- Show examples of objects in different colours, emphasizing their names (e.g., 'This is a red apple').

2. Tracing and writing activity:

- Distribute the handwriting book with sentences for tracing.
- Guide the children to trace the sentences and write the missing colour word independently.

3. Colour association exercise:

- Display picture cards of objects in different colours.
- Ask the children to name the object and identify its colour.

Class activities:

- Engage the children in a group activity where they draw objects and colour them according to the given colour names.
- Encourage the children to share their drawings and describe the colours they used.

Homework:

Colourful objects: Assign the children to draw and colour an object of their choice in a specific colour and write its name.

Assessment:

1. Can you name three different colours?
2. Show me how you would trace the sentence 'The ball is _____'.
3. Describe an object using its colour.

Lesson plan 20: What comes where? (Prepositions)

Objective:

Introduce kindergarteners to prepositions, teaching them what prepositions are and how they relate to the placement of objects.

Materials needed:

- Sentence cards with missing prepositions
- Handwriting book with sentences for tracing
- Drawing paper for each child
- Writing utensils (pencils, crayons, etc.)
- Picture cards depicting various positions/placement
- Large chart paper or whiteboard

Pre-lesson activity:

Positional game: Use simple objects in the classroom and ask the children to place them in different positions (on, under, beside, etc.) relative to each other.

Introduction to prepositions:

Prepositions are words that tell us where something is or the position of something in relation to something else.

Lesson steps:

1. Introduction:

- Explain what prepositions are using simple language and examples.
- Show pictures depicting different positions and ask the children to describe where the objects are placed.

2. Tracing and writing activity:

- Distribute the handwriting book with sentences for tracing.
- Guide the children to trace the sentences and write the missing preposition independently by referring to the given picture.

3. Positional picture exercise:

- Display picture cards showing objects in various positions (on, under, beside, etc.).
- Ask the children to identify the position and name the preposition associated with each picture.

4. QR code:

Have a scanner ready to scan the QR code provided in the handwriting book. This QR code directs the children to a video resource. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

Class activities:

- Engage the children in a group activity where they position objects in the classroom based on given instructions using prepositions.
- Encourage the children to share their experiences using prepositions.

Homework:

Prepositional drawings: Assign the children to draw and colour a simple picture showing an object in a specific position and write the preposition associated with it.

Assessment:

1. What is a preposition? Can you give an example?
2. Show me how you would trace the sentence 'The cat is _____ the table.'
3. Describe the position of an object using a preposition.

Lesson plan 21: Exploring fruits and vegetables

Objective:

Introduce kindergarteners to the concept of fruits and vegetables, explain their differences, discuss their health benefits, and reinforce handwriting skills through tracing and independent writing.

Materials needed:

- Handwriting book with names of fruits and vegetables
- Drawing paper for each child
- Writing utensils (pencils, crayons, etc.)
- Pictures or real samples of fruits and vegetables
- Large chart paper or whiteboard

Pre-lesson activity:

Fruit and vegetable sorting game: Show pictures or real samples of various fruits and vegetables. Ask the children to sort them into two categories: fruits and vegetables.

Introduction to fruits and vegetables:

We are going to explore fruits and vegetables today! Fruits and vegetables are different parts of plants that are healthy for us to eat. Fruits usually have seeds inside, while vegetables can be roots, stems, or leaves.

Lesson steps:

1. Introduction:

- Explain the difference between fruits and vegetables using simple language and examples.
- Show pictures or samples of various fruits and vegetables and discuss their features.

2. Tracing and writing activity:

- Distribute the handwriting book with names of fruits and vegetables.
- Guide the children to trace the words and independently write each word once.

3. QR code:

Have a scanner ready to scan the QR code provided in the handwriting book. This QR code directs the children to a video resource. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

4. Discussion on health benefits:

- Display pictures or samples of fruits and vegetables.
- Discuss their nutritional value and the importance of eating them for a healthy body.

Class activities:

- Engage the children in a group activity where they draw their favourite fruit or vegetable and label it.
- Encourage the children to share why they like that particular fruit or vegetable.

Homework:

My favourite healthy food: Assign the children to draw and colour their favourite fruit or vegetable and write a sentence describing why it is healthy.

Assessment:

1. Can you name two fruits and two vegetables?
2. Show me how you would trace the word 'apple'.
3. Why are fruits and vegetables good for our health?

Lesson plan 22: Exploring naming and action words

Objective:

Introduce kindergarteners to nouns (naming words) and verbs (action words), focusing on sentences that depict actions. Reinforce handwriting skills through tracing and independent writing.

Materials needed:

- Handwriting book with sentences of naming and action words
- Pictures depicting nouns performing actions (e.g., animals, people)
- Writing utensils (pencils, crayons, etc.)
- Large chart paper or whiteboard

Pre-lesson activity:

Action charades: Act out various actions (jumping, eating, running) and ask the children to guess the action. Encourage them to mimic the action.

Introduction to naming and action words:

Today, we are going to explore words that name things and words that show actions. Nouns are words that name people, animals, places, or things, while verbs are words that show actions!

Lesson steps::

1. Introduction:

- Introduce nouns as words that name things and verbs as words that show actions.
- Discuss examples of nouns and verbs using simple sentences.

2. Tracing and writing sentences with actions:

- Distribute sentences with pictures depicting nouns performing actions given in the handwriting book like 'The monkey is hanging.'
- Encourage the children to first trace the complete sentence and then independently write it once.

3. Picture-based activity:

- Show pictures of animals or people performing actions (e.g., cat is sleeping, boy is running).
- Ask the children to identify the noun (what) and the verb (what the noun is doing) in each picture.

4. QR code:

Have a scanner ready to scan the QR code provided in the handwriting book. This QR code directs the children to a video resource. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

Class activities:

- Engage the children in a role-play activity where they act out verbs while others guess the actions.
- Use flash cards or images to create a matching game of nouns and verbs.

Homework:

My action story: Assign the children to draw a picture showing a person or animal doing something and write a sentence about it, focusing on naming and action words.

Assessment:

1. Can you tell me a noun (naming word) you see in the classroom?
2. Show me how you would write the sentence 'The cat is sleeping'.
3. What is the difference between a noun and a verb?

Lesson plan 23: Exploring healthy fruits – banana

Objective:

Introduce and reinforce the concept of healthy eating, specifically focusing on bananas as a nutritious fruit. Encourage handwriting skills through tracing and independent writing.

Materials needed:

- Handwriting book with sentences about bananas
- Pictures of bananas
- Writing utensils (pencils, crayons, etc.)
- Large chart paper or whiteboard

Pre-lesson activity:

Guess the fruit: Show various fruit pictures and have the children guess their names. Ask them to share if they like eating bananas and why.

Introduction to healthy fruits – bananas:

Today, we will learn about a healthy and tasty fruit called a banana! Bananas are yellow and full of vitamins that help us grow and stay healthy.

Lesson steps:

1. Introduction:

- Introduce the topic of healthy eating and specifically focus on bananas.
- Discuss the colour, taste, and benefits of eating bananas.

2. Tracing and writing activity:

- Provide sentences related to eating bananas given in the handwriting book.
- Guide the children to trace the sentence and independently write it once.

3. Discussion and drawing activity:

- Show pictures of bananas and discuss their colour, shape, and taste.
- Encourage the children to draw a picture of a banana and write a simple sentence about it.
- Talk about why bananas are healthy and good for us.

Class activities:

Conduct a 'Banana relay': The children pass around a banana-like object, taking turns to say one reason why bananas are healthy.

Homework:

My healthy snack: Assign the children to draw a picture of their favourite healthy snack and write a sentence about it. Encourage them to include fruits like bananas.

Assessment:

1. What colour is a banana?
2. Can you write a sentence about eating bananas?
3. Why are bananas good for our health?

Lesson plan 24: Exploring emotions

Objective:

Introduce and explore emotions through pictures and words. Encourage handwriting skills by tracing emotion words and understanding their meanings.

Materials needed:

- Handwriting book with emotion words
- Pictures depicting emotions (happy, sad, thirsty, etc.)
- Writing utensils (pencils, markers, etc.)
- Large chart paper or whiteboard

Pre-lesson activity:

Emotion charades: Have the children act out different emotions while others guess the feeling.

Introduction to emotions:

Today, we are going to explore different feelings or emotions. Emotions are how we feel inside. For example, feeling happy, sad, or thirsty are emotions.

Lesson steps:

1. Introduction:

- Introduce the concept of emotions, explaining that they are feelings we have inside.
- Use pictures to illustrate different emotions like happy, sad, thirsty, etc.

2. Tracing emotion words:

- Provide pictures depicting emotions and corresponding words.
- Guide the children to trace the words describing these emotions.

3. Discussion and drawing activity:

- Show pictures of emotions and encourage the children to express how they would feel in those situations.
- Ask the children to draw a picture of an emotion and write the corresponding word.

4. QR code:

Have a scanner ready to scan the QR code provided in the handwriting book. This QR code directs the children to a video resource. Ensure access to the internet and a compatible device for scanning the QR code during the lesson.

Class activities:

Play 'Emotion bingo': Use pictures of different emotions, and the children mark the corresponding word when it is called out.

Homework:

My emotion journal: Encourage the children to draw a picture of how they felt during a particular moment of the day and write the emotion word.

Assessment:

1. Can you trace the word that shows how you feel when you are excited?
2. What does the word 'thirsty' mean? Can you trace it?
3. Draw a picture of an emotion and write the word for that feeling.

Lesson plan 25: Nouns and verbs – Revision

Objective:

Introduce and reinforce the concept of noun (naming words) and verbs (action words) words using pictures and sentences. Encourage handwriting skills through tracing and independent writing.

Materials needed:

- Handwriting book with sentences about actions
- Pictures depicting actions (sleeping, running, jumping)
- Writing utensils (pencils, crayons, etc.)
- Large chart paper or whiteboard

Pre-lesson activity:

Picture action game: Display pictures of actions and have the children guess what the action might be. Encourage them to make movements that match the pictures.

Introduction to naming and action words:

Today, we will explore words that name things (nouns) and words that show actions (verbs). Nouns are naming words like 'lion,' and verbs are action words like 'sleeping.'

Lesson steps:

1. Introduction:

- Introduce the concept of nouns (naming words) and verbs (action words).
- Discuss examples of nouns and verbs using pictures and simple sentences.

2. Tracing and writing activity:

- Provide sentences related to actions with nouns and verbs like 'The snake is hissing'.
- Guide the children to trace the sentence and independently write it once.

3. Discussion and drawing activity:

- Show pictures of actions (running, jumping, etc.) and discuss the nouns (things) and verbs (actions) depicted.
- Identify the nouns and verbs in the sentences together.
- Encourage the children to draw a picture of an action and write a simple sentence about it.

Class activities:

Conduct a 'Verb charades': The children act out different verbs while others guess the action.

Homework:

Create your action story: Ask the children to draw a picture of themselves doing an action and write a sentence about it, including a noun and a verb.

Assessment:

1. Can you tell me a noun (naming word) you see in the picture?
2. What is a verb (action word)? Give an example.
3. Write a sentence with a noun and a verb.

Lesson plan 26: Exploring reading comprehension

Objective:

Introduce the concept of comprehension, engage the children in reading short stories, and help them understand and answer questions based on the story. Encourage handwriting skills by tracing and completing sentences.

Materials needed:

- Short stories (3-4 lines each)
- Question sheets related to the stories
- Writing utensils (pencils, markers, etc.)
- Handwriting book for tracing and completing sentences
- Large chart paper or whiteboard

Pre-lesson activity:

Story picture walk: Display pictures of various story elements and encourage the children to narrate a story based on the pictures.

Introduction to comprehension:

Today, we are going to learn about comprehension. Comprehension means understanding what you read. It is about knowing what happened in a story and answering questions about it.

Class activities:

The following lesson plan aims to introduce kindergarteners to the concept of comprehension through short stories. It encourages them to read, understand, and answer questions based on the stories, further strengthening their reading skills, and understanding of story elements.

Lesson steps:

1. Introduction:

- Explain comprehension as understanding what a story is about.
- Show pictures and ask the children to make up a story based on them.

2. Reading stories and answering questions:

- Distribute short stories and corresponding question sheets.
- Ask the children to read the story and then answer the questions based on what they read.

4. Tracing and completing sentences:

- Provide sentences from the story in the handwriting book with some parts to be traced and some to be filled.
- Guide the children to trace and complete the sentences using the story or provided options.

Class activities:

Story retelling: Have the children retell the story in their own words, encouraging expression and understanding.

Homework:

Story completion: Provide a partially completed story and ask the children to finish it and draw a picture related to their ending.

Assessment:

1. What does comprehension mean? Can you give an example?
2. Read the story and tell me what happened at the beginning, middle, and end.
3. Trace the sentence 'The cat was _____'. and fill in the missing word.

Sample stories:

Say no to bullying

In a bright and bustling schoolyard, the children enjoyed laughter and valued friendships. However, when a few unkind words started to circulate, it resulted in pain and tears. The children united, firmly declaring that they are against bullying.



Sharing is caring

In a small, warm house, there was a unique set of friends: a cat and a mouse. By spending their time together, they discovered an important lesson: the act of sharing toys and treats. This simple act demonstrated their care and consideration for one another.



Learning is fun

In Sara's neighborhood, her friends would gather to play every evening. They found joy in sharing their toys and snacks. They understood the fact that by doing so they will make each other happy. Through their acts of kindness, they learned that sharing is a way to show care and build stronger friendships.



Lesson plan 27: Exploring long and short 'oo' sounds

Objective:

Introduce the concept of long and short 'oo' sounds, explain the difference, and provide examples. Engage the children in tracing and writing words with 'oo' sounds and practicing their usage in sentences.

Materials needed:

- Handwriting book with 'oo' words and sentences
- Writing utensils (pencils, markers, etc.)
- Large chart paper or whiteboard
- Pictures or cards containing words with 'oo' sounds

Pre-lesson activity:

Sound sort: Engage the children in a sorting activity with pictures or cards containing words with 'oo' sounds, separating long and short 'oo' sounds.

Introduction to long and short 'oo' sounds:

Today, we are going to explore 'oo' sounds. Sometimes, 'oo' sounds like in 'book' and sometimes in 'good'. Today, we will learn the difference.

Long 'oo' sound: The long 'oo' sound is often heard in words like 'moon' or 'spoon.' It is a vowel sound produced by the double 'o' and typically makes a stretched-out, melodious sound, like the 'oo' in 'room' or 'balloon.'

Short 'oo' sound: The short 'oo' sound is found in words like 'book' or 'cook.' It has a shorter, sharper sound, almost similar to the 'u' in 'put' or 'pull.' This sound is usually created when 'oo' appears in a closed syllable or is followed by a consonant, as in 'wood' or 'good.'

Difference between long and short 'oo' sounds:

The primary difference between the long and short 'oo' sounds lies in their pronunciation and length.

- Long 'oo' has a stretched-out, more melodious sound.
- Short 'oo' has a shorter, sharper sound, often compared to the 'u' sound in certain words.

Understanding these differences helps in correct pronunciation and comprehension of words containing the 'oo' sound, enabling the children to read and write them more accurately.

The following lesson plan aims to introduce kindergarteners to the concept of long and short 'oo' sounds, providing examples and activities to reinforce their understanding and practice of these phonetic sounds.

Lesson steps:

1. Introduction:

- Explain the difference between long and short 'oo' sounds using examples and illustrations.
- Engage the children in a pre-lesson sorting activity to distinguish between long and short 'oo' sounds.

2. Tracing and joining words:

Provide 'oo' words split into syllables, guiding the children to trace and join them correctly.

3. Tracing sentences:

Offer sentences with long and short 'oo' words (e.g., 'The good dog took a book'). and have the children trace these sentences to understand their usage.

4. Practicing writing 'oo' words:

- Provide space for the children to practice writing 'oo' words independently, ensuring they understand the difference between long and short 'oo' sounds.
- Encourage them to write both long and short 'oo' words multiple times.

Class activities:

Word hunt: Engage the children in finding 'oo' words around the classroom, categorizing them into long and short 'oo' sounds.

Homework:

Word practice: Provide a list of 'oo' words for the children to practice tracing and writing at home.

Assessment:

1. What's the difference between a long 'oo' sound and a short 'oo' sound? Give an example of each.
2. Can you write three long 'oo' words and three short 'oo' words?
3. Trace the sentence 'The good dog took a book' and highlight the 'oo' sounds.

Lesson plan 28: Understanding ‘this’ and ‘these’

Objective:

Introduce the usage and difference between ‘this’ and ‘these’ to kindergarten children, offering examples and activities for practice.

Materials needed:

- Handwriting book with sentences using ‘this’ and ‘these’
- Writing tools (pencils, markers)
- Pictures or cards of objects
- Large chart paper or whiteboard
- Pre-lesson activity materials

Pre-lesson activity:

Sorting objects: Provide pictures or cards of objects, allowing children to categorize them into ‘this’ and ‘these’ groups based on quantity (singular or plural).

Introduction:

The following lesson plan offers various activities to ensure children grasp the concept of using ‘this’ and ‘these’ effectively, allowing them to practice and reinforce their understanding in different contexts.

Explain the difference between ‘this’ and ‘these’:

- **‘This’** refers to a singular object or something close by.
- **‘These’** refers to multiple objects or things close by.

Examples:

- **‘This’:** ‘This book is red.’ (Referring to a single book nearby.)
- **‘These’:** ‘These apples are tasty.’ (Referring to multiple apples close by.)

Lesson steps:

1. Tracing and writing sentences:

Provide sentences containing ‘this’ and ‘these’ for children to trace and then write independently.

2. Picture-based practice:

Show pictures of objects, asking children to fill in the missing word (‘this’ or ‘these’) in incomplete sentences related to the images.

3. Interactive activities:

Engage in interactive activities where children point to objects and practice using ‘this’ or ‘these’ in context.

Class activities:

Sorting game: Engage children in a game where they sort objects into 'this' and 'these' categories.

Homework:

Provide pictures or objects for children to label with 'this' or 'these' at home.

Assessment:

1. When do we use 'this'? Provide an example.
2. When do we use 'these'? Give an example.
3. Can you point to three objects and use 'this' or 'these' correctly in sentences?

Section III

Lesson plan 1: Exploring our senses through handwriting

Objective:

Introduce the five senses through handwriting exercises. Engage the children in tracing sentences related to each sense, understanding completion, and reinforcing learning through a QR code-assisted video activity.

Materials needed:

- Handwriting book with sentences related to the five senses
- Writing utensils (pencils, markers, etc.)
- Large chart paper or whiteboard
- Pre-lesson activity materials (if applicable)
- QR code for video activity

Pre-lesson activity:

Picture sort: Provide pictures of the five senses (eyes, nose, ears, tongue, fingers). Engage children in sorting these pictures into categories, discussing each sense.

Introduction to our senses:

Today, we are going to explore our senses! We use our eyes to see, our nose to smell, our ears to hear, our tongue to taste, and our fingers to touch. Let's learn more about these amazing abilities.

Let's explore!

Exploring the senses with kindergarteners can be a delightful and interactive experience! Here are some engaging, and child-friendly activities tailored to each of the five senses:

1. Sight (eyes):

Nature walk and scavenger hunt: Take a nature walk around the schoolyard or a nearby park. Provide magnifying glasses or binoculars for the children to observe closely. Encourage them to spot and name different colours, shapes, and objects they see.

2. Hearing (ears):

Sound bingo: Create bingo cards with pictures of familiar sounds (birds chirping, a bell ringing, etc.). Go outside or use sound recordings to play the sounds. The children mark off the pictures as they identify the sounds.

3. Smell (nose):

Scent exploration: Set up scent stations with jars or containers holding various scents (lemon, cinnamon, mint, etc.). Let the children smell each jar (with supervision) and guess what they are. Discuss the scents and their associations.

4. Taste (tongue):

Taste test: Offer small samples of different flavours (sweet, sour, salty) using safe, age-appropriate foods like fruit slices, crackers, or yogurt. Ask the children to describe the tastes and which ones they prefer.

5. Touch (fingers):

Sensory bins: Fill bins with materials of various textures like sand, rice, feathers, or fabric. Let the children explore by touching and describing how each material feels. Hide small objects inside for a tactile scavenger hunt.

To tie these activities into handwriting practice:

Create sentences related to each sense and have the children trace them. For instance: 'I see a red flower.' 'I hear birds singing.'

After the sensory activities, encourage children to write or draw about their favourite experiences using their senses.

Lesson steps:

1. Introduction:

- Discuss each sense using examples and illustrations.
- Sort pictures of the senses together, asking children to identify and discuss them.

2. Tracing and completing sentences:

- Provide sentences related to each sense for tracing.
- Ask children to trace complete sentences first.
- Have them trace the sentences again, leaving blanks for the missing words. For instance: 'I see with eyes.' 'I see with _____.'

3. QR code activity:

- Guide teachers to prepare a scanner to scan the provided QR code.
- Explain that scanning the code will play a helpful video related to our senses, enhancing their understanding.

Class activities:

Sentence completion:

Encourage children to fill in the blanks by copying the missing words from the traced sentences. Example: 'hear with ear.' 'I hear with _____.'

Handwriting practice:

- Allocate space for independent practice of writing sentences related to each sense.
- Provide guidance and assistance as needed.

Homework:

Sentence practice: Give children a list of sentences related to the senses to practice tracing at home.

Assessment:

1. What are the five senses? Give an example for each.
2. Can you complete the sentence: 'I hear with _____'?
3. Trace the sentence: 'I taste with tongue. I taste with _____.' and fill in the missing word.

Lesson plan 2: Discovering ‘Who am I?’ through handwriting

Objective:

Introduce self-identity through handwriting exercises, allowing children to draw themselves and practice tracing sentences describing aspects of their identity.

Materials needed:

- Handwriting book with sentence prompts about self-identity
- Drawing supplies (crayons, coloured pencils, etc.)
- Writing utensils (pencils, markers, etc.)

Pre-lesson activity:

Self-portrait drawing: Encourage children to draw themselves in a designated space provided in the book.

Introduction to self-identity: Today, we are going to explore who we are. We all have unique qualities that make us special.

Lesson steps:

By engaging in these handwriting exercises and drawing self-portraits, children will explore their self-identity and express aspects of themselves through writing and drawing.

1. Introduction:

- Discuss the concept of self-identity in simple terms, encouraging children to share what makes them unique.
- Review the self-portraits drawn by the children.

2. Tracing and completing sentences:

- Offer sentences related to self-identity for tracing.
- Children will trace the sentences provided and then fill in the blanks with appropriate answers.
- For instance: ‘My name is _____.’ ‘I am _____ years old.’

Class activities:

Sentence completion:

Encourage children to complete sentences by filling in the blanks with their information (name, age, favourite things, etc.).

Handwriting and drawing:

Provide space for children to write and draw more about themselves beyond the given prompts.

Homework:

Self-identity practice: Encourage the children to create sentences describing themselves and draw a picture of something they enjoy or a hobby.

Assessment:

1. Can you complete the sentence: 'My favourite colour is _____'?
2. Write a sentence describing something you enjoy doing.
3. Trace the sentence: 'I like to play with _____' and fill in the blank.

Lesson plan 3: Exploring family members through handwriting

Objective:

Introduce family relationships through handwriting exercises, enabling children to trace and write words related to family members.

Materials needed:

- Handwriting book with family-related words
- Writing utensils (pencils, markers, etc.)
- Drawing supplies (if needed)
- Large chart paper or whiteboard
- Pre-lesson activity materials (if applicable)
- QR code for video activity

Pre-lesson activity:

Family tree drawing: Provide a large sheet of paper for children to draw their family tree. Encourage them to include as many family members as they can.

Introduction to family relationships: Today, we are going to learn about our families! Families are made up of special people who care about us.

Or

Family guessing game: Have children bring in baby photos of themselves. Display the photos without names and ask the class to guess who's who. This activity can foster discussion about how families change and grow.

Introduction:

In kindergarten, it is all about understanding that families are made of people who love and care for each other, and there is no one-size-fits-all when it comes to families. Everyone's family is unique and special in its own way!

What is a family?

A family is a group of people who love and care for each other. They do things together, help each other, and make each other happy. Families can be made in many ways, and they are special because they are full of love.

Who can be called family members?

Family members are people who are very important to us and make us feel loved and safe. They can be parents, grandparents, brothers, sisters, aunts, uncles, and cousins. Even pets can be part of our family because we love and take care of them too!

How many types of families are there?

There are many types of families! Some families have a mom, a dad, and children. Other families might have just a mom or just a dad, and they are just as wonderful. Some families have grandparents or aunts and uncles living with them, and some families have friends who feel like family too. Families come in all shapes and sizes, and what is important is the love and care they share.

Lesson steps:

By engaging in handwriting exercises related to family members and exploring the concept of families through drawing and discussion, children will develop an understanding of the importance of family relationships.

1. Introduction:

- Discuss the concept of family and the importance of each family member.
- Review the family tree drawings made by the children.

2. Tracing and writing family words:

- Offer words related to family members for tracing.
- Children will trace the words once and then write them independently by copying.

Class activities:

Word tracing and writing:

Provide space for children to trace and write words related to family members (grandfather, grandmother, father, mother, sister, brother, uncle, aunt).

Handwriting practice:

Encourage children to write sentences about their family members, using the words they have traced and written in their handwriting books.

Homework:

Family word practice: Give children a list of family-related words to practice tracing and writing at home.

Drawing activity: Ask children to draw a picture of their family and label each family member.

QR code activity:

Prepare a scanner to scan the given QR code. Scanning will play a helpful video about different types of families and the roles of family members.

Assessment:

1. Write a sentence about one of your family members using a word you've traced.
2. Can you name three different family members you traced today?
3. Trace the word 'sister' and draw a picture of your sister beside it.

Lesson plan 4: Exploring counting through handwriting

Objective:

Introduce counting concepts through handwriting exercises, encouraging children to count and write numbers based on questions about various aspects of their lives.

Materials needed:

- Handwriting book with counting-related questions
- Writing utensils (pencils, markers, etc.)
- Drawing supplies (if needed)
- Large chart paper or whiteboard
- Pre-lesson activity materials (if applicable)

Pre-lesson activity:

Counting objects: Place jars filled with small objects (buttons, beads, etc.) on tables. Have children count the objects in each jar and write the number on a sheet of paper.

Introduction to counting: Today, we are going to explore counting! Counting helps us understand how many of something we have.

Or

Number hunt: Hide number cards around the classroom or outdoor area. Children search for the cards, find the number on each card, and say the number aloud.

Additional activity:

This activity not only helps children understand what can be counted but also enhances their sorting, categorizing, and counting skills. It is an interactive and hands-on way for them to explore the concept of counting in their everyday lives!

What can we count?

Activity

Materials needed:

- Various objects (toys, blocks, books, stickers, etc.)
- Paper
- Markers or crayons

Steps:

- 1. Introduction:** Start by discussing the concept of counting with the children. Explain that counting means figuring out the quantity of something. Ask them what they think they can count.
- 2. Grouping and sorting:** Place a variety of objects in front of the children. Encourage them to sort the objects into groups based on similar characteristics. For example, group all the toys together, all the books together, all the red objects, etc.

3. **What can we count?** Guide the children through a discussion about what they noticed they could count. Encourage them to share their observations. Explain that almost anything that we can see, and touch can be counted.
4. **Making a counting chart:** On a piece of paper, draw or write down the different items the children discovered they could count. For example, toys, books, crayons, stickers, etc. Make a simple chart with each item in a separate column.
5. **Counting together:** Now, invite the children to count each group of items together. Use this opportunity to reinforce counting skills. Count the number of toys, books, stickers, etc., and write down the numbers next to each item on the chart.
6. **Creating a picture chart:** For visual aid, encourage the children to draw pictures of the items next to the numbers on the chart. For instance, draw a toy next to the number of toys counted, a book next to the number of books, and so on.
7. **Review and conclusion:** Review the chart together and discuss what they learned. Reinforce the idea that many things around us can be counted. Encourage them to continue noticing and counting different things in their surroundings.

Lesson steps:

By engaging in counting exercises related to personal aspects of their lives and practicing handwriting skills, children will strengthen their understanding of numbers and improve their ability to write them accurately.

1. Introduction:

- Discuss the importance of counting in our daily lives.
- Review the counting activity done with objects during the pre-lesson.

2. Counting and writing numbers:

- Provide questions about counting various things in their lives (eyes, toes, friends, family members, etc.).
- Children will count and write the correct number in the given space in their handwriting book.

Class activities:

Counting questions:

Offer questions related to counting and provide space for children to write the numbers.

Handwriting practice:

Encourage children to write sentences about counting, using numbers they have practiced.

Homework:

Creative counting: Ask children to find and count five different objects at home. Write down the numbers they counted and draw a picture of the objects.

Assessment:

1. Can you count and write the number of fingers you have?
2. How many family members did you count? Write the number.
3. Count the number of class fellows and write the total.

Lesson plan 5: Exploring numbers in words through handwriting

Objective:

Introduce numbers in words from 26 to 40 through handwriting exercises, enabling children to trace and write these numbers in word form.

Materials needed:

- Handwriting book with numbers in words (26-40)
- Writing utensils (pencils, markers, etc.)
- Large chart paper or whiteboard
- Pre-lesson activity materials (if applicable)
- QR code for video activity

Pre-lesson activity:

Number hunt: Hide number cards (written in digits) around the classroom. Children search for the cards and match them to the corresponding written number words.

Introduction to numbers in words: Today, we are going to learn about numbers in words! Numbers can be written in word form, and we will practice writing them together.

Or

Number word relay: Divide children into teams. Each team races to find and bring back a number card in word form written on flash cards. The team that collects the correct sequence of numbers first wins!

Lesson steps:

By engaging in handwriting exercises related to numbers in words and practicing writing these numbers independently, children will improve their ability to recognize and write numbers in their word form.

1. Introduction:

- Discuss the importance of understanding numbers in words and how they represent digits.
- Review the number hunt activity done during the pre-lesson.

2. Tracing and writing numbers in words:

- Provide numbers in words from 26 to 40 for tracing.
- Children will trace the numbers and then the words once before writing the words independently by copying.

Class activities:

Tracing and writing:

Offer space for children to trace and write numbers in words from 26 to 40.

Handwriting practice:

Encourage children to write sentences using these numbers in words, creating simple math problems or stories.

QR code activity:

Prepare a scanner to scan the given QR code. Scanning will play a helpful video explaining numbers in word form and their significance.

Homework:

- **Number writing practice:** Provide a list of numbers in words for children to practice writing at home.
- **Creative writing:** Ask children to create a short story using at least three different numbers in words from 26 to 40.

Assessment:

1. Write the number '30' in words.
2. Can you trace and write the word for the number '36'?
3. Write a sentence using the number '28' in words.

Lesson plan 6: Exploring phonics and word formation through handwriting

Objective:

Introduce phonics and word formation through handwriting exercises, enabling children to trace and write words and understand their phonetic structures.

Materials needed:

- Handwriting book with phonetically formed words
- Writing utensils (pencils, markers, etc.)
- Large chart paper or whiteboard
- Pre-lesson activity materials (if applicable)

Pre-lesson activity:

Phonics sorting: Provide cards with pictures or words categorized by their beginning sounds. Have children sort these cards based on their initial sounds.

Introduction to phonics and word formation: Today, we are going to explore how words are formed! We will look at the sounds at the beginning of words and practice writing them.

Or

Phonics sound hunt: Hide objects around the classroom that start with different sounds. Children search for these objects and categorize them based on their initial sounds.

Lesson steps:

By engaging in handwriting exercises related to phonetically formed words and understanding phonics, children will strengthen their ability to recognize and write words based on their sounds.

1. Introduction:

- Explain phonics reading assessment: Phonics assessment evaluates a child's ability to understand the relationship between sounds and letters. It tests their knowledge of letter-sound correspondence and their ability to decode words.
- Emphasize the usefulness of phonics in learning to read and write.

2. Tracing and writing phonetically formed words:

- Provide words formed based on phonics (web, tap, steps, cup, reb, bap, eps, wup, air, pir, book, sook) for tracing.
- Children will trace the words once and then write them independently.

Class activities:

1. Tracing and writing words:

Offer space for children to trace and write phonetically formed words.

2. Word formation practice:

Encourage children to create their own words following similar phonetic patterns.

Homework:

- **Word writing practice:** Provide a list of phonetically formed words for children to practice writing at home.
- **Word creation:** Ask children to invent three new words using similar phonetic patterns.

Assessment:

1. Can you trace and write the word 'tap'?
2. Write a new word that follows the phonetic pattern of 'web' and 'tap'.
3. What is a phonics assessment used to test?