

# Section I

## Lesson plan 1: Tracing the patterns—anticlockwise pattern

### Materials required:

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

### Pre-activity preparation:

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

### Introduction to tracing and Reggio Emilia approach:

Tracing patterns form an essential part of fine motor skill development. In the Reggio Emilia approach, children are regarded as capable and active learners. Start by discussing how different patterns are created and how shapes form part of larger objects or letters. Encourage collaboration, exploration, and expression during this learning process.

### Introduction to anticlockwise pattern:

Explain the concept of an anticlockwise pattern to children. Anticlockwise means moving in the opposite direction to the hands of a clock. Show examples of this movement, such as the way some animals move or how water swirls down a drain. Emphasize the idea of moving in the opposite direction from how a clock's hands move.

### Sandbox activity:

Introduce the sandbox and demonstrate how to create anticlockwise patterns. Relate the shape to familiar things like spirals or shells. Encourage children to trace patterns in the sandbox using their fingers, ensuring they comprehend the movements correctly.

### Class activities:

#### Air writing — anticlockwise patterns:

Demonstrate drawing anticlockwise patterns in the air and have the children follow suit. Ensure they maintain appropriate spacing and accurately mimic the movements.

#### Posture and writing skills:

Guide the children on proper sitting, correct hand placement, and pencil holding. Encourage them to draw patterns on mini white/blackboards, allowing them to erase and repeat as needed to grasp the technique.

#### Teacher's guidance:

Observe the children closely during activities, providing instructions and guidance as necessary for a better understanding of the anticlockwise patterns.

**Integration of Reggio Emilia approach:**

Throughout the lesson, encourage children's curiosity and exploration. Engage them in collaborative discussions about patterns, allowing them to express their thoughts and ideas. Utilize various materials to provide tactile experiences and foster creativity while tracing anticlockwise patterns.

# Lesson plan 2: Tracing loop patterns

## Materials required:

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

## Pre-activity preparation:

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

## Introduction to tracing and Reggio Emilia approach:

Tracing loop patterns is an engaging way to enhance fine motor skills. In the Reggio Emilia approach, children are seen as capable, curious, and active learners. Initiate discussions about loops, emphasizing how they form a significant part of many shapes and letters. Encourage collaboration and expression during this learning process.

## Introduction to loop patterns:

Explain the concept using everyday objects, such as wheels, spirals, or certain animal movements. Discuss how loops can be both small and large.

## Sandbox activity:

Introduce the sandbox and demonstrate how to create loop patterns. Relate the shape to things children might recognize, such as spirals, wheels, or curls. Encourage them to trace loop patterns in the sandbox using their fingers, ensuring they understand the movements.

## Class activities:

### Air writing — loop patterns:

Demonstrate drawing loop patterns in the air and have the children mimic the movements. Ensure they maintain appropriate spacing and accuracy in tracing the loop patterns.

### Posture and writing skills:

Guide the children on proper sitting, correct hand placement, and pencil holding. Encourage them to draw loop patterns on mini white/blackboards, allowing them to erase and repeat as needed to grasp the technique.

### Teacher's guidance:

Observe the children closely during activities, offering guidance and assistance for a better understanding of tracing loop patterns.

### Integration of Reggio Emilia approach:

Throughout the lesson, encourage children's curiosity and exploration. Engage them in discussions about loops, allowing them to express their thoughts and ideas freely. Utilize various materials to provide tactile experiences and foster creativity while tracing loop patterns.

# Lesson plan 3: Tracing diagonal upstroke and downstroke

## Materials required:

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

## Pre-activity preparation:

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

## Introduction to tracing and Reggio Emilia approach:

Tracing diagonal upstrokes and downstrokes is a foundational step in improving hand-eye coordination. In the Reggio Emilia approach, children's capability and curiosity are central to learning. Begin discussions about diagonal strokes, emphasizing how they contribute to forming many letters and shapes. Encourage collaborative learning and diverse expressions during the activity.

## Introduction to diagonal strokes:

Explain diagonal upstrokes and downstrokes to children. Show examples of these strokes in everyday objects or movements, such as ramps, slides, or certain directional movements. Discuss how these strokes go from one corner to another at an angle.

## Sandbox activity:

Introduce the sandbox and demonstrate how to create diagonal upstrokes and downstrokes. Relate the shape to recognizable objects or movements, such as ramps or slides. Encourage them to trace these strokes in the sandbox using their fingers, ensuring they understand the movements.

## Class activities:

### Air writing — diagonal strokes:

Demonstrate drawing diagonal upstrokes and downstrokes in the air and have the children mimic the movements. Ensure they maintain appropriate spacing and accuracy in tracing the strokes.

### Posture and writing skills:

Guide the children on proper sitting, correct hand placement, and pencil holding. Encourage them to draw diagonal strokes on mini white/blackboards, allowing them to erase and repeat as needed to understand the technique.

### Teacher's guidance:

Observe the children closely during activities, offering guidance and assistance for a better understanding of tracing diagonal upstrokes and downstrokes.

**Integration of Reggio Emilia approach:**

Throughout the lesson, encourage children's curiosity and exploration. Engage them in discussions about diagonal strokes, allowing them to express their thoughts and ideas freely. Utilize various materials to provide tactile experiences and foster creativity while tracing these strokes.

# Lesson plan 4: Tracing capital hollow letters (a-z)

## Materials required:

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

## Pre-activity preparation:

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

## Introduction to tracing capital hollow letters and Reggio Emilia approach:

Introducing the tracing of capital hollow letters involves developing fine motor skills and hand-eye coordination. Embrace the Reggio Emilia approach, emphasizing children's capabilities, collaboration, and a supportive environment for exploration and learning.

## Introduction to capital hollow letters:

Introduce children to the capital letters from 'A' to 'Z' with hollow outlines displayed clearly in the handwriting book. Explain that these letters have an outline shape with spaces inside them. Show how to hold a pencil correctly and guide them in tracing the hollow outlines gently and steadily.

## Classwork:

### 1. Air writing — capital hollow letters:

Demonstrate drawing capital hollow letters in the air (from 'A' to 'Z') and encourage the children to imitate the movements. Ensure they maintain space between each other and accurately follow the instructions.

### 2. Practice in handwriting books:

Guide the children to proper posture and pencil grip. Encourage them to practice tracing capital hollow letters in their handwriting books. Offer corrections and repetitions as necessary for better understanding and accuracy.

### 3. Sandbox activity:

Introduce the sandbox and demonstrate tracing capital hollow letters. Encourage the children to trace the hollow letters in the sandbox using their fingers, ensuring accurate replication of the movements along the outlines.

## Teacher's guidance:

Observe and assist the children during activities. Repeat instructions as needed to ensure comprehension and correct tracing techniques.

# Lesson plan 5: Tracing small letters with exit flicks and tracing small letters a-z

## Materials Required:

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

## Pre-activity preparation:

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

## Introduction to tracing small letters with exit flicks and Reggio Emilia approach:

Introducing the tracing of small letters with exit flicks (a, d, h, i, k, l, m, n, q, t, u) and small letters a–z involves refining fine motor skills and hand-eye coordination. Embrace the Reggio Emilia approach, focusing on the children’s capabilities, collaborative learning, and an environment supporting exploration and expression.

## Introduction to small letters with exit flicks:

Introduce the children to specific small letters (‘a’, ‘d’, ‘h’, ‘i’, ‘k’, ‘l’, ‘m’, ‘n’, ‘q’, ‘t’, ‘u’) displaying exit flicks. Explain that these letters have unique flicks or strokes at the end. Demonstrate proper pencil grip and guide them in tracing these letters gently and steadily, emphasizing the exit flicks.

## Classwork:

### 1. Air writing — small letters with exit flicks:

Demonstrate drawing small letters with exit flicks (‘a’, ‘d’, ‘h’, ‘i’, ‘k’, ‘l’, ‘m’, ‘n’, ‘q’, ‘t’, ‘u’) in the air and encourage the children to imitate the movements. Ensure they maintain space between each other and accurately follow the instructions.

### 2. Practice in handwriting books:

Guide the children in posture and pencil grip. Encourage them to practice tracing small letters with exit flicks in their handwriting books. Offer corrections and repetitions as necessary for better understanding and accuracy.

### 3. Sandbox activity:

Introduce the sandbox and demonstrate tracing small letters with exit flicks. Encourage the children to trace these letters in the sandbox using their fingers, ensuring accurate replication of the movements and flicks.

## Teacher’s guidance:

Observe and assist the children during activities. Repeat instructions as needed to ensure comprehension and correct tracing techniques, especially the exit flicks.

# Lesson plan 6: Tracing capital and small letters (Aa-Zz)

## Materials required:

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

## Pre-activity preparation:

Ensure sandboxes/trays are ready for the activity.

## Introduction to tracing capital and small letters and Reggio Emilia approach:

Introducing the tracing of capital and small letters (Aa-Zz) involves enhancing fine motor skills and letter recognition. Incorporate the Reggio Emilia approach, emphasizing children's capabilities, collaborative learning, an environment promoting exploration and expression.

## Introduction to capital and small letters:

Introduce children to both capital and small letters, showcasing the differences in size and shape. Emphasize the significance of capital letters and their use at the beginning of sentences or proper nouns. Show how to hold a pencil correctly and guide them in tracing both types of letters gently and steadily.

## Classwork:

### 1. Air writing — capital and small letters:

Demonstrate writing capital and small letters (Aa-Zz) in the air and encourage children to imitate the movements. Ensure they maintain space between each other and accurately follow the instructions.

### 2. Practice in handwriting books:

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

### 3. Sandbox activity:

Introduce the sandbox and demonstrate tracing capital and small letters. Encourage children to trace these letters in the sandbox using their fingers, ensuring accurate replication of the shapes.

## Teacher's guidance:

Observe and assist the children during activities. Repeat instructions as needed to ensure comprehension and correct tracing techniques for both capital and small letters.



## Section II

### Lesson plan 1: Tracing consonant blends

#### Materials required:

- Flash cards displaying consonant blends (fl, bl, sh, pl, ch, ph, cl, fr, cr, st, sw, sm, th, tw, tr, wh, sn, br)
- Large cutouts of letters representing consonant blends
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring consonant blend related images
- Device to play consonant blend related audio

#### Pre-activity preparation:

**Blends discovery wall or sensory activity:** Set up a wall display with flash cards featuring consonant blends or engage the children in a sensory activity related to the blends using materials like sand, clay, or textured items representing each blend.

#### Classwork:

##### 1. Introduction through visuals:

Utilize flash cards with various consonant blends to introduce the concept to the children. Encourage them to identify and repeat the sounds of the blends.

##### 2. Interactive storytime:

Read a story highlighting words containing consonant blends. Engage children in identifying and repeating words with the featured blends to reinforce learning.

##### 3. Multisensory play-doh — exploration:

Provide play-doh for children to mould and create objects or shapes related to consonant blends. This hands-on activity enhances tactile experiences and reinforces understanding.

##### 4. Group activity — tracing consonant blends:

Divide children into groups and provide each group with a cutout of a letter representing a consonant blend (prepared in advance). Guide them to trace the blend's shape with their fingers on the cutout, using materials like rice or lentils. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

##### 5. Kinesthetic learning — air writing:

Demonstrate the formation of blends in the air using hand gestures. Encourage children to imitate these actions, practicing the formations while maintaining distance from their peers.

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

Distribute colouring sheets featuring consonant blend related images. Encourage children to recognize and trace the featured blends, followed by colouring the images.

## Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a catchy song or rhyme featuring consonant blends, encouraging children to perform actions related to each blend.
2. **Collaborative Learning:** Encourage cooperative activities where children work together to recognize and name objects or words with the consonant blends.
3. **Nature Walk Exploration:** Organize an outdoor exploration to identify items or objects with consonant blends in the environment, enhancing their observation skills.
4. **Artistic Expression:** Allow children to create collages or flash cards featuring pictures of objects with consonant blends.

## Homework:

Scan QR code for consonant blend related audio at home and practice tracing blends using materials available.

## Additional lesson plan – revision and tracing of consonant blends:

### Materials required:

- Same as the previous lesson plan
- Device to play consonant blend related video

### Class activities:

1. **Review session:** Start with a quick review of previously learned consonant blends using flash cards or a blend discovery wall.
2. **Video integration:** Use QR codes to access video related to consonant blends. Engage children in watching educational videos reinforcing the sounds and examples of blends.
3. **Hands-on activities:** Offer various hands-on activities like play-doh moulding, tracing blends on sand, or drawing blends on a whiteboard to revise and reinforce learning.
4. **Interactive games:** Create interactive games like ‘Blend Bingo’ or ‘Blend Matching’ where children match objects or words to their corresponding blends.
5. **Writing assignment:** Help the children read and trace the words present on the relevant page.

## Homework:

Scan QR code for consonant blend related video at home and practice tracing blends using materials available.

## Assessment:

1. Can the children accurately trace and identify words containing consonant blends?
2. Are they able to use consonant blends to form simple sentences or short phrases?
3. Do the children exhibit retention of previously learned consonant blends when engaging in tracing activities or discussions?

# Lesson plan 2: Tracing 'ch' words

## Materials required:

- Flash cards displaying 'ch' words (such as chair, cheese, chicken, cherry)
- Large cutouts of the letters 'c' and 'h'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring 'ch' related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying 'ch' words or engage children in a sensory activity related to 'ch' using materials like clay, sand, or textured items representing 'ch' words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying 'ch' words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a story containing 'ch' words. Encourage children to actively participate by identifying and repeating the 'ch' words in the story.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to 'ch' words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity — tracing 'ch' words:

Divide children into groups and provide each group with cutouts of the letters 'c' and 'h' (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the 'ch' sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing:

Demonstrate the formation of 'ch' in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of 'ch' while maintaining distance from their peers.

### 6. Letter tracing and colouring:

Distribute colouring sheets featuring 'ch' related images. Encourage children to recognize and trace the letters 'c' and 'h' together to form the 'ch' blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

### Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring 'ch' words, encouraging the children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where the children work together to recognize and name objects or words starting with 'ch'.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to 'ch' words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow the children to create collages or flash cards featuring pictures of 'ch' words, promoting creativity and word association.

### Video integration:

Provide devices to play 'ch' word-related video via scanning the QR code (provided), allowing the children to watch educational videos reinforcing the sounds and examples of 'ch' words.

### Assessment:

1. Can the children proficiently trace and recognize words that contain the 'ch' sound?
2. Are they able to compose sentences or short phrases using 'ch' words appropriately?
3. Do the children demonstrate recall of 'ch' words from previous lessons during activities or conversations?

# Lesson plan 3: Tracing 'sh' words

## Materials required:

- Flash cards displaying 'sh' words (such as ship, shell, shark, sheep)
- Large cutouts of the letters 's' and 'h'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring 'sh' related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying 'sh' words or engage children in a sensory activity related to 'sh' using materials like clay, sand, or textured items representing 'sh' words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying 'sh' words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a story containing 'sh' words. Encourage children to actively participate by identifying and repeating the 'sh' words in the story.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to 'sh' words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity — tracing 'sh' words:

Divide children into groups and provide each group with cutouts of the letters 's' and 'h' (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the 'sh' sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing:

Demonstrate the formation of 'sh' in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of 'sh' while maintaining distance from their peers.

### 6. Letter tracing and colouring:

Distribute colouring sheets featuring 'sh' related images. Encourage children to recognize and trace the letters 's' and 'h' together to form the 'sh' blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

### Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring 'sh' words, encouraging children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where children work together to recognize and name objects or words starting with 'sh'.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to 'sh' words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow children to create collages or flash cards featuring pictures of 'sh' words, promoting creativity and word association.

### Video integration:

Provide devices to play 'sh' word related video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of 'sh' words.

### Assessment:

1. Can the children accurately trace and identify words that contain the 'sh' sound?
2. Do they effectively construct simple sentences or phrases using 'sh' words?
3. Are the children able to remember and utilize 'sh' words learned in previous lessons during class activities or discussions?

# Lesson plan 4: Tracing 'th' words

## Materials required:

- Flash cards displaying 'th' words (such as thumb, three, thank, think)
- Large cutouts of the letters 't' and 'h'
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring 'th' related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying 'th' words or engage children in a sensory activity related to 'th' using materials like clay, sand, or textured items representing 'th' words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying 'th' words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a story containing 'th' words. Encourage children to actively participate by identifying and repeating the 'th' words in the story.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to 'th' words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity — tracing 'th' words:

Divide children into groups and provide each group with cutouts of the letters 't' and 'h' (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the 'th' sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing:

Demonstrate the formation of 'th' in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of 'th' while maintaining distance from their peers.

### 6. Letter tracing and colouring:

Distribute colouring sheets featuring 'th' related images. Encourage children to recognize and trace the letters 't' and 'h' together to form the 'th' blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

### Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring 'th' words, encouraging children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where children work together to recognize and name objects or words starting with 'th'.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to 'th' words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow children to create collages or flash cards featuring pictures of 'th' words, promoting creativity and word association.

### Video integration:

Provide devices to play the 'th' word-related video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of 'th' words.

### Assessment:

1. Can the children accurately trace and recognize words starting or containing the 'th' blend?
2. Are they capable of constructing basic sentences or phrases using 'th' words?
3. Do the children demonstrate retention of vocabulary by recalling and utilizing 'th' words in class-related discussions or activities?



# Lesson plan 5: Tracing ‘-at’ words and sentences

## Materials required:

- Flash cards displaying ‘-at’ words (such as cat, bat, hat, mat)
- Large cutouts of the letters ‘c’, ‘b’, ‘h’, ‘m’, ‘r’, ‘s’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring ‘-at’ related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying ‘-at’ words or engage children in a sensory activity related to ‘-at’ using materials like clay, sand, or textured items representing ‘-at’ words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying ‘-at’ words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a simple sentence containing ‘-at’ words (e.g., ‘The cat sat on the mat’). Encourage children to actively participate by identifying and repeating the ‘-at’ words in the sentence.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to ‘-at’ words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity — tracing ‘-at’ words:

Divide children into groups and provide each group with cutouts of the letters ‘c’, ‘b’, ‘h’, ‘m’, ‘r’, and ‘s’ (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the ‘-at’ sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing and sentences:

Demonstrate the formation of the ‘-at’ sound in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of ‘-at’ words while maintaining distance from their peers. Guide them in forming simple sentences using ‘-at’ words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring ‘-at’ related images. Encourage children to recognize and trace the letters ‘c’, ‘b’, ‘h’, ‘m’, ‘r’, and ‘s’ together to form the ‘-at’ blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

## Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring ‘-at’ words, encouraging children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where children work together to recognize and name objects or words containing ‘-at’.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to ‘-at’ words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow children to create collages or flash cards featuring pictures of ‘-at’ words, promoting creativity and word association.

## Video integration:

Provide devices to play ‘-at’ word related video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of ‘-at’ words and sentences.

## Assessment:

1. Can the children proficiently trace and identify words ending with ‘-at’?
2. Do they effectively employ ‘-at’ words to construct simple sentences or phrases?
3. Are the children able to remember and utilize vocabulary associated with ‘-at’ words when engaged in classroom activities or discussions?

# Lesson plan 6: Tracing ‘-in’ words and sentences

## Materials required:

- Flash cards displaying ‘-in’ words (such as pin, bin, tin, win)
- Large cutouts of the letters ‘p’, ‘b’, ‘t’, ‘w’, ‘s’, ‘n’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring ‘-in’ related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying ‘-in’ words or engage children in a sensory activity related to ‘-in’ using materials like clay, sand, or textured items representing ‘-in’ words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying ‘-in’ words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a simple sentence containing ‘-in’ words (e.g., ‘The pin is in the bin’). Encourage children to actively participate by identifying and repeating the ‘-in’ words in the sentence.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to ‘-in’ words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity — tracing ‘in’ words:

Divide children into groups and provide each group with cutouts of the letters ‘p’, ‘b’, ‘t’, ‘w’, ‘s’, and ‘k’ (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the ‘-in’ sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing and sentences:

Demonstrate the formation of the ‘-in’ sound in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of ‘-in’ words while maintaining distance from their peers. Guide them in forming simple sentences using ‘-in’ words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring ‘-in’ related images. Encourage children to recognize and trace the letters ‘p’, ‘b’, ‘t’, ‘w’, ‘s’, and ‘n’ together to form the ‘-in’ blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

## Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring ‘-in’ words, encouraging children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where children work together to recognize and name objects or words containing ‘-in’.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to ‘-in’ words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow children to create collages or flash cards featuring pictures of ‘-in’ words, promoting creativity and word association.

## Video integration:

Provide devices to play ‘-in’ word related video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of ‘-in’ words and sentences.

## Assessment:

1. Can the children accurately trace and recognize words ending with ‘-in’?
2. Do they demonstrate the ability to use ‘-in’ words within simple sentences or short phrases?
3. Are the children able to recall and apply vocabulary associated with ‘-in’ words during classroom discussions or activities?

# Lesson plan 7: Tracing ‘-ug’ words and sentences

## Materials required:

- Flash cards displaying ‘-ug’ words (such as bug, rug, hug, mug)
- Large cutouts of the letters ‘b’, ‘r’, ‘h’, ‘m’, ‘s’, ‘n’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring ‘-ug’ related images
- Device to play related video provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying ‘-ug’ words or engage children in a sensory activity related to ‘-ug’ using materials like clay, sand, or textured items representing ‘-ug’ words.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying ‘-ug’ words to introduce the sound to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a simple sentence containing ‘-ug’ words (e.g., ‘The bug is on the rug’). Encourage children to actively participate by identifying and repeating the ‘-ug’ words in the sentence.

### 3. Multisensory play-doh exploration:

Provide play-doh for children to mould and create objects or shapes related to ‘-ug’ words. This hands-on activity enhances tactile experiences and reinforces understanding.

### 4. Group activity – tracing ‘-ug’ words:

Divide children into groups and provide each group with cutouts of the letters ‘b’, ‘r’, ‘h’, ‘m’, ‘s’, and ‘n’ (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the ‘-ug’ sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning – air writing and sentences:

Demonstrate the formation of the ‘-ug’ sound in the air using hand gestures. Encourage children to imitate these actions, practicing the formation of ‘-ug’ words while maintaining distance from their peers. Guide them in forming simple sentences using ‘-ug’ words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring ‘-ug’ related images. Encourage children to recognize and trace the letters ‘b’, ‘r’, ‘h’, ‘m’, ‘s’, and ‘n’ together to form the ‘-ug’ blend, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

## Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or rhyme featuring ‘-ug’ words, encouraging children to perform actions related to each word.
2. **Collaborative learning:** Encourage cooperative activities where children work together to recognize and name objects or words containing ‘-ug’.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to ‘-ug’ words in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow children to create collages or flash cards featuring pictures of ‘-ug’ words, promoting creativity and word association.

## Video integration:

Provide devices to play ‘-ug’ word related video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of ‘-ug’ words and sentences.

## Assessment:

1. Can the children correctly trace and identify words ending with ‘-ug’?
2. Do they attempt to use ‘-ug’ words in short sentences or phrases?
3. Can the children recall and apply vocabulary related to ‘-ug’ words in new contexts or discussions?

# Lesson plan 8: Tracing double letter consonant sounds

## Materials required:

- Flash cards displaying words with double letter consonant sounds (such as 'ball', 'doll', 'fizz', 'jazz')
- Large cutouts of the double letters ('ll', 'ss', 'zz', 'ff', etc.)
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring images of words with double letter consonant sounds
- Device to play double letter consonant sound related audio provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying words with double letter consonant sounds or engage the children in a sensory activity related to these words using materials like clay, sand, or textured items.

## Classwork:

### 1. Introduction through visuals:

Utilize flash cards displaying words with double letter consonant sounds to introduce these sounds to the children. Encourage them to identify and repeat the words.

### 2. Interactive storytime:

Read a short story containing words with double letter consonant sounds. Encourage the children to actively participate by identifying and repeating the words.

### 3. Multisensory play-doh exploration:

Provide play-doh for the children to mould and create objects or shapes related to words with double letter consonant sounds. This tactile activity enhances understanding and fine motor skills.

### 4. Group activity — tracing double letter consonants:

Divide the children into groups and provide each group with cutouts of double letters ('ll', 'ss', 'zz', 'ff', etc.) (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the double letter sound when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing and sentences:

Demonstrate the formation of words with double letter consonant sounds in the air using hand gestures. Encourage the children to imitate these actions, practicing the formation of words while maintaining distance from their peers. Guide them in forming simple sentences using words with double letter consonant sounds.

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

Distribute colouring sheets featuring images of words with double letter consonant sounds. Encourage the children to recognize and trace the double letters together to form the sound, followed by colouring the images.

## **7. Writing assignment:**

Help the children read and trace the words present on the relevant page.

## **Techniques integrating Reggio Emilia approach:**

- 1. Music and movement:** Incorporate a rhythmic song or rhyme featuring words with double letter consonant sounds, encouraging the children to perform actions related to each word.
- 2. Collaborative learning:** Encourage cooperative activities where children work together to recognize and name words with double letter consonant sounds.
- 3. Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to words with double letter consonant sounds in the environment, enhancing their observation skills.
- 4. Artistic expression:** Allow the children to create collages or flash cards featuring pictures of words with double letter consonant sounds, promoting creativity and word association.

## **Video integration:**

Provide devices to play double letter consonant sounds audio via scanning the QR code (provided), allowing the children to watch educational videos reinforcing the sounds and examples of words.

## **Assessment:**

1. Can the children identify words with double letter consonants correctly?
2. Do they attempt to use words containing double letter consonants in short sentences?
3. Can the children recall and apply vocabulary related to double letter consonants from previous lessons?



## Section III

### Lesson plan 1: Introduction to vowels and consonants

#### Materials required:

- Flash cards displaying vowels (a, e, i, o, u) and consonants (b, c, d, f, etc.)
- Large cutouts of vowels and consonants
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring images of words starting with vowels and consonants
- Device to play vowel and consonant related videos provided in the Handwriting book

#### Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying vowels and consonants or engage children in a sensory activity using materials like play-doh, sand, or textured items representing vowels and consonants.

#### Classwork:

##### 1. Introduction through visuals:

Utilize flash cards displaying vowels and consonants to introduce the concept to the children. Encourage them to identify and differentiate between vowels (a, e, i, o, u) and consonants (b, c, d, f, etc.).

##### 2. Interactive storytime:

Read a short story or poem containing words that emphasize vowels and consonants. Encourage the children to actively participate by identifying and repeating the sounds.

##### 3. Multisensory play-doh exploration:

Provide play-doh for the children to mould and create objects or shapes representing vowels and consonants. This hands-on activity enhances tactile experiences and reinforces understanding.

##### 4. Group activity — tracing vowels and consonants:

Divide the children into groups and provide each group with cutouts of vowels and consonants (prepared in advance). Guide them to trace the letters with their fingers, emphasizing the vowel and consonant sounds when tracing. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

##### 5. Kinesthetic learning — air writing and sentences:

Demonstrate the formation of words using vowels and consonants in the air using hand gestures. Encourage the children to imitate these actions, practicing the formation of simple words using vowels and consonants while maintaining distance from their peers.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring images of words starting with vowels and consonants. Encourage the children to recognize and trace the vowels and consonants, followed by colouring the images.

## 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

## Techniques integrating Reggio Emilia approach:

1. **Music and movement:** Incorporate a rhythmic song or chant that emphasizes vowels and consonants, encouraging the children to perform actions related to each letter sound.
2. **Collaborative learning:** Encourage cooperative activities where the children work together to recognize and name vowels and consonants in different objects or words.
3. **Nature walk exploration:** Organize an outdoor exploration to identify items or objects related to vowels and consonants in the environment, enhancing their observation skills.
4. **Artistic expression:** Allow the children to create collages or flash cards featuring pictures of objects or words starting with vowels and consonants, promoting creativity and word association.

## Video integration:

Provide devices to play vowels and consonants video via scanning the QR code (provided), allowing children to watch educational videos reinforcing the sounds and examples of words starting with vowels and consonants.

## Assessment:

1. Can the children distinguish between vowels and consonants when tracing letters?
2. Do they accurately identify and trace vowel sounds in simple words or phrases?
3. Are the children able to differentiate between vowel and consonant sounds while tracing and labelling words?

# Lesson plan 2: Tracing uses of ‘a/an’

## Materials required:

- Flash cards with pictures and labels indicating items that use ‘a’ or ‘an’
- Large cutouts of ‘a’ and ‘an’
- Cardboard
- Whiteboard and markers
- Play-doh
- Colouring sheets featuring ‘a/an’ related images provided in the Handwriting book

## Pre-activity preparation:

**Word wall or sensory activity:** Set up a word wall with flash cards displaying items using ‘a’ or ‘an’ or engage children in a sensory activity using play-doh or items representing ‘a’ and ‘an’.

## Classwork:

### 1. Introduction through visuals:

Use flash cards displaying items that use ‘a’ or ‘an’ to introduce the concept to the children. Encourage them to identify and differentiate between when to use ‘a’ and ‘an’.

### 2. Interactive storytime:

Read a story or short sentences emphasizing the usage of ‘a’ or ‘an’. Encourage active participation by identifying and repeating the usage.

### 3. Multisensory play-doh — exploration:

Provide play-doh for the children to mould and create objects or shapes representing items that require ‘a’ or ‘an’. This tactile activity enhances understanding.

### 4. Group activity — tracing ‘a’ and ‘an’:

Divide the children into groups and provide each group with cutouts of ‘a’ and ‘an’ (prepared in advance). Guide them to trace the letters with their fingers, emphasizing their respective usages. Encourage them to replicate the hand movements with their own cutouts, taking turns within their groups.

### 5. Kinesthetic learning — air writing and sentences:

Demonstrate the usage of ‘a’ and ‘an’ in sentences using hand gestures. Encourage the children to imitate these actions, practicing the formation of sentences using ‘a’ and ‘an’.

### 6. Letter tracing and colouring:

Distribute colouring sheets featuring images of items requiring ‘a’ or ‘an’. Encourage children to recognize and trace ‘a’ and ‘an’, followed by colouring the images.

### 7. Writing assignment:

Help the children read and trace the words present on the relevant page.

## Reggio Emilia integration:

1. **Music and movement:** Introduce a song or chant related to 'a' and 'an', encouraging actions related to each usage.
2. **Collaborative learning:** Foster cooperative activities where the children work together to identify and name items requiring 'a' or 'an'.
3. **Nature exploration:** Organize an outdoor exploration to find items or objects that use 'a' or 'an' in the environment, enhancing observational skills.
4. **Artistic expression:** Allow the children to create collages or flash cards featuring pictures of items using 'a' or 'an', promoting creativity and association.

## Assessment:

1. Can the children differentiate between items that require 'a' versus 'an' when presented with visual cues or flash cards?
2. Do they accurately trace the letters 'a' and 'an' and associate them with corresponding items or pictures during a tracing activity?
3. Are the children able to apply the correct usage of 'a' or 'an' when forming short sentences or phrases during verbal or written exercises?

## Additional lesson plan – revision and tracing use of a/an:

### Materials required:

- Same as the previous lesson plan

### Class activities:

1. **Review session:** Begin with a quick review of 'a' and 'an' usage using flash cards or word displays on a 'a/an' discovery wall.
2. **Hands-on activities:** Offer tactile experiences like moulding 'a' and 'an' with play-doh, tracing the letters on sand, or drawing the letters on a whiteboard to reinforce learning.
3. **Interactive games:** Create games like 'a/an bingo' or 'a/an matching', where the children match words or objects to the correct 'a' or 'an' usage.
4. **Writing assignment:** Help the children read and trace the words present on the relevant page.

### Assessment:

1. Can the children differentiate between words that require 'a' versus 'an' when presented with visual cues or flash cards?
2. Do they accurately trace the letters 'a' and 'an' and associate them with the corresponding items or pictures during a tracing activity?
3. Are the children able to apply the correct usage of 'a' or 'an' when forming short sentences or phrases during verbal or written exercises?

# Lesson plan 3: Exploring short vowel sound words ‘a’

## Materials required:

- Flash cards with pictures and labels of vowel sound words (cat, pan, cap, pat, bag, sat)
- Large cutouts of vowels ‘a’
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel sound word images
- Various tactile objects representing the vowel sound words (e.g., small toy cat, pan, cap, etc.) provided in the Handwriting book

## Pre-activity preparation:

- **Sensory discovery table:** Arrange a sensory table with different objects representing the vowel sound words, allowing children to explore and interact with them.
- **Word wall:** Display vowel sound word flash cards on a board or wall, creating a visual reference.

## Introduction

### What are short vowel sounds?

Short vowels are a bit different. They make quick sounds and do not say their names. Short vowel sounds are the quick sounds that vowels like ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’ make.

For example, the short ‘a’ sound is like ‘aah’, the short ‘e’ sound is like ‘eh’, the short ‘i’ sound is like ‘ih’ the short ‘o’ sound is like ‘ah’, and the short ‘u’ sound is like ‘uh’. They are quick and do not say their names like the long vowels do.

## Classwork:

### 1. Introduction through visuals:

Use flash cards depicting images of the vowel sound words to introduce the concept. Encourage the children to identify objects and their initial vowel sounds.

### 2. Interactive story time:

Engage in storytelling using simple narratives involving vowel sound words. Encourage active participation by asking questions related to the story.

### 3. Multisensory play-doh exploration:

Provide play-doh for the children to mould and create objects resembling vowel sound words. This hands-on activity enhances tactile understanding.

#### **4. Group activity — tracing vowels:**

Divide the children into small groups and provide each group with large cutouts of the vowel 'a'. Guide them to trace the vowels with their fingers, emphasizing its sounds. Encourage them to create their own cutouts and replicate the tracing activity within their groups.

#### **5. Kinesthetic learning — sound actions:**

Demonstrate actions or movements associated with each vowel sound word (e.g., pretending to pat a surface for 'pat', mimicking the meow of a cat). Encourage the children to imitate and associate the actions with the corresponding words.

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

Distribute colouring sheets featuring vowel sound word images. Encourage the children to trace the vowel letter 'a' associated with each word before colouring the images.

#### **7. Writing exploration:**

Help the children recognize and trace the vowel sound words, guiding them through forming simple words related to the lesson.

#### **Reggio Emilia integration:**

- 1. Music and movement:** Introduce a rhythmic chant or song involving vowel sound words, incorporating actions or movements that represent each word.
- 2. Collaborative learning:** Foster cooperative activities where the children work together to match objects to their corresponding vowel sound words.
- 3. Nature exploration:** Take children on a nature walk to find items or objects whose names start with the vowel sound words, promoting observation and vocabulary building.
- 4. Artistic expression:** Encourage children to create collages or drawings representing the vowel sound words, allowing them to express their understanding creatively.

#### **Assessment:**

1. Can children correctly associate objects with their respective vowel sound words when presented with visual cues or flash cards?
2. Do they accurately trace the vowel letters and associate them with corresponding words during tracing activities?
3. Are children able to repeat and use the vowel sound words in simple sentences or phrases during verbal exercises?

# Lesson plan 4: Exploring short vowel sound words 'e'

## Materials required:

- Flash cards with pictures and labels of vowel sound words (ten, set, bed, pet, net, men)
- Large cutouts of vowels 'e'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel sound word images
- Various tactile objects representing the vowel sound words
- QR code scanner-enabled devices (tablets or smartphones) provided in the Handwriting book

## Pre-activity preparation:

- **Sensory discovery table:** Arrange objects representing the vowel sound words on a table for children to explore.
- **Word wall:** Display vowel sound word flash cards as a visual reference.

## Classwork:

### 1. Introduction through visuals:

Use flash cards depicting images of the vowel sound words to introduce the concept. Encourage the children to identify objects and their vowel sounds.

### 2. Interactive storytime:

Engage in storytelling using simple narratives involving the vowel sound words. Encourage active participation and discussions about the story elements.

### 3. Multisensory play-doh exploration:

Provide play-doh for the children to create objects representing the vowel sound words. This tactile activity enhances understanding.

### 4. Group activity — tracing vowels:

Divide children into small groups and provide each group with large cutouts of the vowel 'e'. Guide them to trace the vowels with their fingers, emphasizing its sounds. Encourage them to create their own cutouts and replicate the tracing activity within their groups.

### 5. Kinesthetic learning — sound actions:

Demonstrate actions or movements associated with each vowel sound word (e.g., patting a surface for 'pet', mimicking the sound of a clock for 'ten'). Encourage the children to imitate and associate actions with the corresponding words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring vowel sound word images. Encourage the children to trace the vowel letter 'e' associated with each word before colouring the images.

## 7. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the vowel sound words. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## Reggio Emilia integration:

1. **Music and Movement:** Introduce a rhythmic chant or song involving vowel sound words, incorporating actions or movements related to each word.
2. **Collaborative Learning:** Foster cooperative activities where the children work together to match objects to their corresponding vowel sound words.
3. **Nature Exploration:** Take the children on a nature walk to find items or objects whose names start with the vowel sound words, promoting observation and vocabulary building.
4. **Artistic Expression:** Encourage the children to create collages or drawings representing the vowel sound words, allowing them to express their understanding creatively.

## Assessment:

1. Can children correctly associate objects with their respective vowel sound words when presented with visual cues or flash cards?
2. Do they accurately trace the vowel letters and associate them with corresponding words during tracing activities?
3. Are children able to repeat and use the vowel sound words in simple sentences or phrases during verbal exercises?
4. Did they effectively engage with the audio content provided through the QR codes, demonstrating understanding of pronunciation?



# Lesson plan 5: Exploring short vowel sound words ‘i’

## Materials required:

- Flash cards with pictures and labels of vowel sound words (sip, six, win, tip, lip, bit)
- Large cutouts of the vowel ‘i’
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel sound word images
- Various tactile objects representing the vowel sound words
- QR code scanner-enabled devices (tablets or smartphones) provided in the Handwriting book

## Pre-activity preparation:

- **Sensory discovery table:** Arrange objects representing the vowel sound words on a table for children to explore.
- **Word wall:** Display vowel sound word flash cards as a visual reference.

## Classwork:

### 1. Introduction through visuals:

Use flash cards depicting images of the vowel sound words to introduce the concept. Encourage children to identify the objects and their vowel sounds.

### 2. Interactive storytime:

Engage in storytelling using simple narratives involving the vowel sound words. Encourage active participation and discussions about the story elements.

### 3. Multisensory play-doh — exploration:

Provide play-doh for children to create objects representing the vowel sound words. This tactile activity enhances understanding.

### 4. Group activity — tracing vowels:

Divide children into small groups and provide each group with large cutouts of the vowel ‘i’. Guide them to trace the vowel with their fingers, emphasizing its sound. Encourage them to create their own cutouts and replicate the tracing activity within their groups.

### 5. Kinesthetic learning — sound actions:

Demonstrate actions or movements associated with each vowel sound word (e.g., sipping from an imaginary cup for ‘sip’, showing the number six fingers for ‘six’). Encourage children to imitate and associate actions with the corresponding words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring vowel sound word images. Encourage children to trace the vowel letter 'i' associated with each word before colouring the images.

## 7. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the vowel sound words. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## Reggio Emilia integration:

1. **Music and movement:** Introduce a rhythmic chant or song involving vowel sound words, incorporating actions or movements related to each word.
2. **Collaborative learning:** Foster cooperative activities where children work together to match objects to their corresponding vowel sound words.
3. **Nature exploration:** Take children on a nature walk to find items or objects whose names start with the vowel sound words, promoting observation and vocabulary building.
4. **Artistic expression:** Encourage children to create collages or drawings representing the vowel sound words, allowing them to express their understanding creatively.

## Assessment:

1. Can children correctly associate objects with their respective vowel sound words when presented with visual cues or flash cards?
2. Do they accurately trace the vowel letters and associate them with corresponding words during tracing activities?
3. Are children able to repeat and use the vowel sound words in simple sentences or phrases during verbal exercises?
4. Did they effectively engage with the audio content provided through the QR codes, demonstrating understanding of pronunciation?

# Lesson plan 6: Exploring short vowel sound words 'o'

## Materials required:

- Flash cards with pictures and labels of vowel sound words (fox, dog, hop, pot, job, mop)
- Large cutouts of the letter 'o'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel sound word images
- Various tactile objects representing the vowel sound words
- QR code scanner-enabled devices (tablets or smartphones) provided in the Handwriting book

## Pre-activity preparation:

- **Sensory discovery table:** Arrange objects representing the vowel sound words on a table for children to explore.
- **Word wall:** Display vowel sound word flash cards as a visual reference.

## Classwork:

### 1. Introduction through visuals:

Use flash cards depicting images of the vowel sound words to introduce the concept. Encourage the children to identify objects and their vowel sounds.

### 2. Interactive story time:

Engage in storytelling using simple narratives involving vowel sound words. Encourage active participation and discussions about the story elements.

### 3. Multisensory play-doh — exploration:

Provide play-doh for children to create objects representing the vowel sound words. This tactile activity enhances understanding.

### 4. Group activity — tracing vowels:

Divide the children into small groups and provide each group with large cutouts of the letter 'o'. Guide them to trace the letter with their fingers, emphasizing their sounds. Encourage them to create their own cutouts and replicate the tracing activity within their groups.

### 5. Kinesthetic learning — sound actions:

Demonstrate actions or movements associated with each vowel sound word (e.g., mimicking a dog barking for 'dog', hopping in place for 'hop'). Encourage the children to imitate and associate actions with the corresponding words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring vowel sound word images. Encourage the children to trace the vowel 'o' associated with each word before colouring the images.

## 7. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the vowel sound words. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## Reggio Emilia integration:

1. **Music and movement:** Introduce a rhythmic chant or song involving vowel sound words, incorporating actions or movements related to each word.
2. **Collaborative learning:** Foster cooperative activities where children work together to match objects to their corresponding vowel sound words.
3. **Nature exploration:** Take the children on a nature walk to find items or objects whose names start with the vowel sound words, promoting observation and vocabulary building.
4. **Artistic expression:** Encourage the children to create collages or drawings representing the vowel sound words, allowing them to express their understanding creatively.

## Assessment:

1. Can children correctly associate objects with their respective vowel sound words when presented with visual cues or flash cards?
2. Do they accurately trace the vowel letters and associate them with corresponding words during tracing activities?
3. Are the children able to repeat and use the vowel sound words in simple sentences or phrases during verbal exercises?
4. Did they effectively engage with the audio content provided through the QR codes, demonstrating understanding of pronunciation?

# Lesson plan 7: Exploring short vowel sound words ‘u’

## Materials required:

- Flash cards with pictures and labels of vowel sound words (run, rug, gum, sum, pup, cup)
- Large cutouts of the letter ‘u’
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel sound word images
- Various tactile objects representing the vowel sound words
- QR code scanner-enabled devices (tablets or smartphones) provided in the Handwriting book

## Pre-activity preparation:

- **Sensory discovery table:** Arrange objects representing the vowel sound words on a table for children to explore.
- **Word wall:** Display vowel sound word flash cards as a visual reference.

## Classwork:

### 1. Introduction through Visuals:

Use flash cards depicting images of the vowel sound words to introduce the concept. Encourage children to identify objects and their vowel sounds.

### 2. Interactive story time:

Engage in storytelling using simple narratives involving vowel sound words. Encourage active participation and discussions about the story elements.

### 3. Multisensory play-doh – exploration:

Provide play-doh for children to create objects representing the vowel sound words. This tactile activity enhances understanding.

### 4. Group activity – tracing vowels:

Divide children into small groups and provide each group with large cutouts of the letter ‘u’. Guide them to trace the letters with their fingers, emphasizing their sounds. Encourage them to create their own cutouts and replicate the tracing activity within their groups.

### 5. Kinesthetic learning – sound actions:

Demonstrate actions or movements associated with each vowel sound word (e.g., mimicking running for ‘run’, petting an imaginary dog for ‘pup’). Encourage children to imitate and associate actions with the corresponding words.

## 6. Letter tracing and colouring:

Distribute colouring sheets featuring vowel sound word images. Encourage children to trace the vowel letter 'u' associated with each word before colouring the images.

## 7. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the vowel sound words. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## Reggio Emilia integration:

1. **Music and movement:** Introduce a rhythmic chant or song involving vowel sound words, incorporating actions or movements related to each word.
2. **Collaborative learning:** Foster cooperative activities where children work together to match objects to their corresponding vowel sound words.
3. **Nature exploration:** Take children on a nature walk to find items or objects whose names start with the vowel sound words, promoting observation and vocabulary building.
4. **Artistic expression:** Encourage children to create collages or drawings representing the vowel sound words, allowing them to express their understanding creatively.

## Assessment:

1. Can children correctly associate objects with their respective vowel sound words when presented with visual cues or flash cards?
2. Do they accurately trace the vowel letters and associate them with corresponding words during tracing activities?
3. Are children able to repeat and use the vowel sound words in simple sentences or phrases during verbal exercises?
4. Did they effectively engage with the audio content provided through the QR codes, demonstrating understanding of pronunciation?

# Additional lesson plan 1: Revision of short vowel sounds

## Materials required:

- Flash cards with pictures and labels of short vowel sound words (e.g., cat, bed, fig, dog, pot)
- Large cutouts of the vowels (a, e, i, o, u)
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with short vowel sound word images
- Various tactile objects representing short vowel sound words provided in the Handwriting book

## Class activities:

### 1. Review session:

Start with a quick review of previously learned short vowel sounds using flash cards or a word wall displaying short vowel sound words.

### 2. Hands-on activities:

Offer various tactile experiences such as moulding play-doh into objects representing short vowel sound words or tracing vowels on sand to revise and reinforce learning.

### 3. Interactive games:

Create interactive games like 'Vowel Sound Bingo' or 'Vowel Matching' where children match objects or words to their corresponding short vowel sounds.

### 4. Writing assignment:

Help the children read and trace short vowel words present on relevant pages, reinforcing both recognition and writing skills.

## Assessment:

1. Can the children accurately trace and identify words containing short vowel sounds?
2. Are they able to use short vowel sounds to form simple sentences or short phrases?
3. Do the children exhibit retention of previously learned short vowel sounds when engaging in tracing activities or discussions?

# Additional lesson plan 2: 3-letter words (revision of short vowel sounds)

## Lesson plan: revision of 3-letter words with short vowel sounds

### Materials required:

- Flash cards with pictures and labels of 3-letter words with short vowel sounds (e.g., cat, dog, pig, hat, pot)
- Large cutouts of the vowels (a, e, i, o, u)
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with 3-letter word images
- Various tactile objects representing 3-letter words provided in the Handwriting book

### Class activities:

#### 1. Review session:

Begin with a quick review of previously learned short vowel sounds using flash cards or a word wall displaying 3-letter words with short vowel sounds.

#### 2. Hands-on activities:

Provide tactile experiences such as moulding play-doh into objects representing 3-letter words or tracing vowels on sand to reinforce learning and recognition.

#### 3. Interactive games:

Create interactive games like 'Word Matching' or 'Word Bingo' where children match pictures or objects to their corresponding 3-letter words with short vowel sounds.

#### 4. Writing assignment:

Assist the children in reading and tracing 3-letter words with short vowel sounds present on relevant pages or worksheets to reinforce recognition and writing skills.

### Assessment:

1. Can the children accurately trace and identify 3-letter words containing short vowel sounds?
2. Are they able to pronounce and differentiate between different short vowel sounds within 3-letter words?
3. Do the children exhibit retention of previously learned short vowel sounds when engaging in tracing activities or discussions related to 3-letter words?



# Additional lesson plan 3: Recognizing short vowel letters in words

## Materials required:

- Flash cards with pictures and labels of vowel words (e.g., bat, fog, wig, pat, cot)
- Large cutouts of vowel letters (a, e, i, o, u)
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with vowel word images
- Various tactile objects representing vowel words provided in the Handwriting book

## Class activities:

### 1. Review session:

Begin with a quick review of vowels using flash cards or a word wall displaying vowel words. Emphasize the presence of vowel letters (a, e, i, o, u) in these words.

### 2. Hands-on vowel recognition:

Introduce a tactile matching game where children match cutout vowel letters to corresponding vowel words. For example, match the letter 'a' to the word 'cat.' This hands-on activity enhances recognition.

### 3. Vowel letter formation:

Use play-doh or modelling clay to create vowel letters. Encourage children to form the vowels they have learned and associate them with words.

### 4. Interactive word building:

Provide magnetic or foam letters of vowels and consonants. Encourage children to form vowel words by arranging these letters on a magnetic board or a flat surface.

### 5. Colouring and labelling:

Distribute colouring sheets featuring vowel word images. Ask children to colour the pictures and label the vowel letters within the words.

## Assessment:

1. Can the children accurately identify and match vowel letters to the corresponding words?
2. Are they able to pronounce and differentiate between different vowel sounds within words?
3. Do the children exhibit retention of vowel letters when engaged in hands-on activities or discussions related to vowel words?

# Lesson plan 8: Exploring words starting with 'r' and 's'

## Materials required:

- Flash cards with pictures and labels of words starting with 'r' and 's' (e.g., rat, sun, snake, rabbit)
- Large cutouts of letters 'r' and 's'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with 'r' and 's' word images
- Various tactile objects representing 'r' and 's' words provided in the Handwriting book

## Class activities:

### 1. Introduction session:

Begin by introducing 'r' and 's' sounds using flash cards or a word wall displaying words starting with these letters. Discuss the sounds and encourage children to repeat words starting with 'r' and 's'.

### 2. Tactile sorting game:

Provide a collection of objects, some starting with 'r' and 's'. Ask children to sort these objects into two groups based on their initial sounds, reinforcing the sounds and association with words.

### 3. Letter formation with play-doh:

Demonstrate how to create letters 'r' and 's' using play-doh or modelling clay. Encourage children to form these letters on their own, associating the letter shapes with the initial sounds.

### 4. Whiteboard tracing:

Provide each child with a small whiteboard and markers. Ask them to trace the letters 'r' and 's' while saying words that start with these letters, reinforcing both writing and pronunciation.

### 5. Word colouring and labelling:

Distribute colouring sheets featuring images of words starting with 'r' and 's'. Encourage children to colour the pictures and label the initial letters 'r' and 's' within the words.

### 6. Interactive word building:

Use magnetic or foam letters of 'r' and 's' along with other consonants. Encourage children to form new words starting with 'r' and 's' on a magnetic board or flat surface.

## Assessment:

1. Can the children accurately recognize, and sort objects based on initial 'r' and 's' sounds?
2. Are they able to form and trace letters 'r' and 's' while associating them with corresponding words?
3. Do the children demonstrate retention of initial 'r' and 's' sounds when engaged in hands-on activities or discussions related to these words?

# Lesson plan 9: Exploring long 'a' words with 'a\_e' sound pattern

## Materials required:

- Flash cards with pictures and labels of 'a\_e' pattern long 'a' words (e.g., cake, rake, snake, skate)
- Large cutouts of the letters 'a' and 'e'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with 'a\_e' pattern word images
- Various tactile objects representing 'a\_e' pattern words
- QR code scanner-enabled devices (tablets or smartphones)
- Device to play long 'a' word related audio provided in the Handwriting book

## Introduction:

### What are long vowels?

**Long vowels** are vowels that make their own sound, which is the same as the letter's name. When we talk about long vowel sounds, we are talking about the sounds that vowels ('a', 'e', 'i', 'o', and 'u') make when we say their names.

For instance, the long 'a' sound sounds like 'ay', the long 'e' sound sounds like 'ee', the long 'i' sound sounds like 'eye', the long 'o' sound sounds like 'oh', and the long 'u' sound sounds like 'you'. It is like giving these vowels an extra special sound that is the same as their names.

### What is the difference between long and short vowels?

Long vowels and short vowels are different because they make sounds in different ways.

Long vowels say their names, just like when we say the letters by themselves. For example, the long 'a' sounds like 'ay' in 'cake.'

Short vowels, on the other hand, make quick sounds that are different from their names. They are short and snappy, like the 'a' in 'cat.'

So, long vowels say their names, but short vowels make quick sounds that are not their names. That is what makes them different.

## Class activities:

### 1. Introduction session:

Begin by introducing the 'a\_e' pattern and the long 'a' sound using flash cards or a word wall displaying 'a\_e' pattern words. Discuss the sound and encourage children to repeat words containing this pattern.

## 2. Tactile sorting and matching game:

Provide a collection of objects, some representing 'a\_e' pattern long 'a' words. Ask children to sort and match these objects to corresponding 'a\_e' pattern word cards, reinforcing the association between the objects and the words.

## 3. Letter formation with play-doh:

Demonstrate how to create letters 'a' and 'e' using play-doh or modelling clay. Encourage children to form these letters while discussing the 'a\_e' pattern words, associating the letter shapes with the long 'a' sound.

## 4. Interactive word building:

Use magnetic or foam letters of 'a' and 'e' along with other consonants. Encourage children to form new 'a\_e' pattern words on a magnetic board or flat surface and pronounce the words they create.

## 5. Whiteboard tracing and colouring:

Provide each child with a small whiteboard and markers. Ask them to trace the letters 'a' and 'e' while saying words with the 'a\_e' pattern. Distribute colouring sheets featuring images of 'a\_e' pattern words for colouring and labelling the letters 'a' and 'e' within the words.

## 6. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the long 'a' with 'a\_e' sound. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## Reggio Emilia integration:

- **Nature exploration:** Take the children on a nature walk to find items or objects whose names contain the 'a\_e' pattern, fostering observation and vocabulary building.
- **Artistic expression:** Allow the children to create collages or drawings representing 'a\_e' pattern words, encouraging creativity and association.

## Assessment:

1. Can the children accurately recognize and match objects to corresponding 'a\_e' pattern words?
2. Are they able to form and trace letters 'a' and 'e' while associating them with the long 'a' sound in 'a\_e' pattern words?
3. Do the children demonstrate retention of 'a\_e' pattern words when engaged in hands-on activities or discussions related to these words?

# Lesson plan 10: Exploring long 'e' words with 'ee' sound pattern

## Materials required:

- Flash cards with pictures and labels of 'ee' pattern long 'e' words (e.g., bee, tree, see, feet)
- Large cutouts of the letters 'e' and 'ee'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with 'ee' pattern word images
- Various tactile objects representing 'ee' pattern words
- QR code scanner-enabled devices (tablets or smartphones)
- Device to play long 'e' word related audio provided in the Handwriting book

## Class activities:

### 1. Introduction session:

Introduce the 'ee' pattern and the long 'e' sound using flash cards or a word wall displaying 'ee' pattern words. Engage children in discussing the sound and repeating words containing this pattern.

### 2. Tactile sorting and matching game:

Provide a variety of objects, some representing 'ee' pattern long 'e' words. Ask children to sort and match these objects to corresponding 'ee' pattern word cards, reinforcing the connection between objects and words.

### 3. Letter formation with play-doh:

Demonstrate how to create letters 'e' and 'ee' using play-doh or modelling clay. Encourage children to form these letters while discussing the 'ee' pattern words, associating the letter shapes with the long 'e' sound.

### 4. Interactive word building:

Use magnetic or foam letters of 'e' and 'ee' along with other consonants. Encourage children to form new 'ee' pattern words on a magnetic board or flat surface and pronounce the words they create.

### 5. Whiteboard tracing and colouring:

Provide each child with a small whiteboard and markers. Ask them to trace the letters 'e' and 'ee' while saying words with the 'ee' pattern. Distribute colouring sheets featuring images of 'ee' pattern words for colouring and labelling the letters 'e' and 'ee' within the words.

### 6. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the long 'e' with 'ee' sound. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## **Reggio Emilia integration:**

- **Nature exploration:** Take the children on a nature walk to find items or objects whose names contain the 'ee' pattern, promoting observation and vocabulary building.
- **Artistic expression:** Allow the children to create collages or drawings representing 'ee' pattern words, fostering creativity and association.

## **Assessment:**

1. Can the children accurately recognize and match objects to corresponding 'ee' pattern words?
2. Are they able to form and trace letters 'e' and 'ee' while associating them with the long 'e' sound in 'ee' pattern words?
3. Do the children demonstrate retention of 'ee' pattern words when engaged in hands-on activities or discussions related to these words?

# Lesson plan 11: Exploring long ‘i’ words with ‘i\_e’ sound pattern

## Materials required:

- Flash cards with pictures and labels of ‘i\_e’ pattern long ‘i’ words (e.g., bike, kite, lime, mice)
- Large cutouts of the letters ‘i’ and ‘e’
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with ‘i\_e’ pattern word images
- Various tactile objects representing ‘i\_e’ pattern words
- QR code scanner-enabled devices (tablets or smartphones)
- Device to play long ‘i’ word related audio provided in the Handwriting book

## Class activities:

### 1. Introduction session:

Introduce the ‘i\_e’ pattern and the long ‘i’ sound using flash cards or a word wall displaying ‘i\_e’ pattern words. Engage children in discussing the sound and repeating words containing this pattern.

### 2. Tactile sorting and matching game:

Provide a collection of objects, some representing ‘i\_e’ pattern long ‘i’ words. Ask children to sort and match these objects to corresponding ‘i\_e’ pattern word cards, reinforcing the connection between objects and words.

### 3. Letter formation with play-doh:

Demonstrate how to create letters ‘i’ and ‘e’ using play-doh or modelling clay. Encourage children to form these letters while discussing the ‘i\_e’ pattern words, associating the letter shapes with the long ‘i’ sound.

### 4. Interactive word building:

Use magnetic or foam letters of ‘i’ and ‘e’ along with other consonants. Encourage children to form new ‘i\_e’ pattern words on a magnetic board or flat surface and pronounce the words they create.

### 5. Whiteboard tracing and colouring:

Provide each child with a small whiteboard and markers. Ask them to trace the letters ‘i’ and ‘e’ while saying words with the ‘i\_e’ pattern. Distribute colouring sheets featuring images of ‘i\_e’ pattern words for colouring and labelling the letters ‘i’ and ‘e’ within the words.

### 6. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the long ‘i’ with ‘i\_e’ sound. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## **Reggio Emilia integration:**

- **Nature exploration:** Take children on a nature walk to find items or objects whose names contain the 'i\_e' pattern, promoting observation and vocabulary building.
- **Artistic expression:** Allow children to create collages or drawings representing 'i\_e' pattern words, fostering creativity and association.

## **Assessment:**

1. Can the children accurately recognize and match objects to corresponding 'i\_e' pattern words?
2. Are they able to form and trace letters 'i' and 'e' while associating them with the long 'i' sound in 'i\_e' pattern words?
3. Do the children demonstrate retention of 'i\_e' pattern words when engaged in hands-on activities or discussions related to these words?



# Lesson plan 12: Exploring long 'o' words with 'o\_e' and 'o' sound pattern

## Materials required:

- Flash cards with pictures and labels of 'o\_e' pattern long 'o' words (e.g., cone, rope, bone, globe)
- Large cutouts of the letters 'o' and 'e'
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with 'o\_e' pattern word images
- Various tactile objects representing 'o\_e' pattern words
- QR code scanner-enabled devices (tablets or smartphones)
- Device to play long 'o' word related audio provided in the Handwriting book

## Class activities:

### 1. Introduction session:

Introduce the 'o\_e' pattern and the long 'o' sound using flash cards or a word wall displaying 'o\_e' pattern words. Engage children in discussing the sound and repeating words containing this pattern.

### 2. Tactile sorting and matching game:

Provide a collection of objects, some representing 'o\_e' pattern long 'o' words. Ask children to sort and match these objects to corresponding 'o\_e' pattern word cards, reinforcing the connection between objects and words.

### 3. Letter formation with play-doh:

Demonstrate how to create letters 'o' and 'e' using play-doh or modelling clay. Encourage children to form these letters while discussing the 'o\_e' pattern words, associating the letter shapes with the long 'o' sound.

### 4. Interactive word building:

Use magnetic or foam letters of 'o' and 'e' along with other consonants. Encourage children to form new 'o\_e' pattern words on a magnetic board or flat surface and pronounce the words they create.

### 5. Whiteboard tracing and colouring:

Provide each child with a small whiteboard and markers. Ask them to trace the letters 'o' and 'e' while saying words with the 'o\_e' pattern. Distribute colouring sheets featuring images of 'o\_e' pattern words for colouring and labelling the letters 'o' and 'e' within the words.

### 6. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the long 'o' with 'o\_e' and 'o' sound. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## **Reggio Emilia integration:**

- **Nature exploration:** Take the children on a nature walk to find items or objects whose names contain the 'o\_e' pattern, promoting observation and vocabulary building.
- **Artistic expression:** Allow children to create collages or drawings representing 'o\_e' pattern words, fostering creativity and association.

## **Assessment:**

1. Can the children accurately recognize and match objects to corresponding 'o\_e' pattern words?
2. Are they able to form and trace letters 'o' and 'e' while associating them with the long 'o' sound in 'o\_e' pattern words?
3. Do the children demonstrate retention of 'o\_e' pattern words when engaged in hands-on activities or discussions related to these words?

# Lesson plan 13: Exploring long ‘u’ words with ‘u\_e’ sound pattern

## Materials required:

- Flash cards with pictures and labels of ‘u\_e’ pattern long ‘u’ words (e.g., cube, flute, mule, cute)
- Large cutouts of the letters ‘u’ and ‘e’
- Cardboard or sturdy paper
- Whiteboard and markers
- Play-doh or modelling clay
- Colouring sheets with ‘u\_e’ pattern word images
- Various tactile objects representing ‘u\_e’ pattern words
- QR code scanner-enabled devices (tablets or smartphones)
- Device to play long ‘u’ word related audio provided in the Handwriting book

## Class activities:

### 1. Introduction session:

Introduce the ‘u\_e’ pattern and the long ‘u’ sound using flash cards or a word wall displaying ‘u\_e’ pattern words. Engage children in discussing the sound and repeating words containing this pattern.

### 2. Tactile sorting and matching game:

Provide a collection of objects, some representing ‘u\_e’ pattern long ‘u’ words. Ask children to sort and match these objects to corresponding ‘u\_e’ pattern word cards, reinforcing the connection between objects and words.

### 3. Letter formation with play-doh:

Demonstrate how to create letters ‘u’ and ‘e’ using play-doh or modelling clay. Encourage children to form these letters while discussing the ‘u\_e’ pattern words, associating the letter shapes with the long ‘u’ sound.

### 4. Interactive word building:

Use magnetic or foam letters of ‘u’ and ‘e’ along with other consonants. Encourage children to form new ‘u\_e’ pattern words on a magnetic board or flat surface and pronounce the words they create.

### 5. Whiteboard tracing and colouring:

Provide each child with a small whiteboard and markers. Ask them to trace the letters ‘u’ and ‘e’ while saying words with the ‘u\_e’ pattern. Distribute colouring sheets featuring images of ‘u\_e’ pattern words for colouring and labelling the letters ‘u’ and ‘e’ within the words.

### 6. QR code audio activity:

Prepare devices to play audio recording via scanning the QR codes of the long ‘u’ with ‘u\_e’ sound. Allow the children to listen to the correct pronunciation and reinforce auditory learning.

## **Reggio Emilia integration:**

- **Nature exploration:** Take children on a nature walk to find items or objects whose names contain the 'u\_e' pattern, promoting observation and vocabulary building.
- **Artistic expression:** Allow children to create collages or drawings representing 'u\_e' pattern words, fostering creativity and association.

## **Assessment:**

1. Can the children accurately recognize and match objects to corresponding 'u\_e' pattern words?
2. Are they able to form and trace letters 'u' and 'e' while associating them with the long 'u' sound in 'u\_e' pattern words?
3. Do the children demonstrate retention of 'u\_e' pattern words when engaged in hands-on activities or discussions related to these words?

## Section IV

# Lesson plan 1: Exploring colours (through Reggio Emilia approach)

### Materials needed:

- Various coloured objects (apple, sky picture, doll, sun cutout, grapes, orange fruit)
- Colourful pencils or markers
- Paper
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

### Introduction:

Introduce the children to colours using the Reggio Emilia approach, enabling them to recognize, match, and associate colours with objects. Additionally, facilitate a writing activity to familiarize them with initial letters of their favourite colours.

1. **Greeting and exploration:** Gather the children in a circle and begin with a warm greeting. Encourage them to share their favourite things.
2. **Colour discussion:** Introduce the concept of colours by discussing their favourite things and colours.

### Ask open-ended questions:

- 'What colours do you see around us?'
  - 'Can you name things that are red/blue/pink/yellow/green/orange?'
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Discuss how we'll learn about colours by exploring objects and expressing our ideas through drawing and writing.

### Activity 1: Exploring colours through objects:

1. **Object-colour matching:** Present various objects (apple, sky picture, doll, sun cutout, grapes, orange fruit) one by one.
2. **Discussion and matching:** Encourage the children to identify the colour of each object and match it with the appropriate colour card or drawing on the whiteboard. Discuss why they think the object matches the colour.
3. **Group drawing:** Collaboratively draw/colour a scene incorporating these objects on the whiteboard or large paper. Allow the children to contribute their ideas and colours.

### Activity 2: Tracing and copying colour names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with colour names written in their respective colours (red, blue, pink, yellow, green, orange).
2. **Tracing and matching:** Encourage children to trace the colour names and then match them with the corresponding objects (e.g., 'red' with an apple, 'blue' with a sky picture) using crayons or markers.

### **Activity 3: Writing favourite colour's initial letter:**

- 1. Personal writing:** Ask children to choose their favourite colour and provide them with paper and a matching-coloured pencil or marker.
- 2. Writing the initial letter:** Instruct them to write the first letter of their chosen colour's name (e.g., 'b' for black if it is their favourite colour) using the specific-coloured pencil or marker.

### **Conclusion:**

- 1. Sharing and display:** Gather the children to share their drawings, colour matches, and written letters. Display their collaborative artwork.

- 2. Reflection:**

**Ask open-ended questions:**

- 'What did you enjoy the most today?'
- 'Did you learn something new about colours?'

Encourage them to express their feelings or thoughts about the activities.

### **Assessment:**

These following assessment questions aim to gauge the children's abilities in recognizing, associating, and expressing their understanding of colours through various activities outlined in the lesson plan.

- 1. Object-Colour Association:**

- Can the children correctly identify and match the objects to their respective colours during the object-colour matching activity?
- How well do they explain their reasoning behind associating specific objects with particular colours?

- 2. Colour Name Recognition and Application:**

- During the tracing and matching activity, are the children able to accurately trace and match the colour names (e.g., 'red,' 'blue') to the corresponding objects?
- How confidently do they use the traced colour names to label or identify the objects previously discussed?

- 3. Colour Writing and Personal Expression:**

- In the writing activity where children write the initial letter of their favourite colour, can they successfully form and write the letter using the provided coloured pencil or marker?
- How do they express their connection between the chosen colour and the written letter during this activity?

# Lesson plan 2: Exploring animals and naming word (with Reggio Emilia approach)

## Materials needed:

- Pictures or toys of various animals (cat, cow, dog, duck, lion, sheep)
- Paper
- Crayons/markers
- Drawing materials
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and discussion:** Begin with a warm greeting and encourage children to talk about their favourite animals or pets.
2. **Animals discussion:** Introduce the concept of animals and names. Show pictures/toys of different animals and ask open-ended questions:
  - ‘What animals do you recognize?’
  - ‘Do animals have names?’
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how we’ll explore animals through drawing, naming, and discussing their characteristics.

## Activity 1: Exploring animals:

1. **Animal exploration:** Display pictures/toys of different animals. Encourage children to observe, touch, and interact with them.
2. **Discussion and characteristics:** Engage in a group discussion about each animal’s features, sounds they make, and where they live. Encourage the children to share their thoughts and observations.

## Activity 2: Tracing and copying animal names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with animal names written (cat, cow, dog, duck, lion, sheep) and corresponding pictures.
2. **Tracing and matching:** Encourage children to trace and match animal names with the correct pictures using crayons/markers.

## Activity 3: Drawing favourite animal:

1. **Personal drawing:** Ask the children to choose their favourite animal.
2. **Drawing and writing:** Provide paper and drawing materials. Instruct them to draw their favourite animal and write its name (if able) or attempt to form the first letter of the animal’s name.

## Conclusion:

1. **Sharing and display:** Gather the children to share their drawings and favourite animals. Display their artwork.

## **2. Reflection:**

### **Ask open-ended questions:**

- 'What did you learn about animals today?'
- 'Can you tell us something about your favourite animal?'

Encourage them to express their thoughts or feelings about the activities.

## **Assessment:**

### **1. Animal recognition and association:**

- Can the children correctly identify and name the animals presented during the exploration activity?
- How well do they associate the names with the respective animal pictures during the tracing and matching activity?

### **2. Writing and expression:**

- During the drawing activity, can the children accurately draw their favourite animal and attempt to write its name or the initial letter?
- How do they express their connection to their favourite animal during this drawing and writing activity?

### **3. Observational assessment:**

- Were there any specific instances where individual children showed particular interest or difficulty in recognizing or associating animal names with pictures?
- How did each child engage with the materials and activities, and what strategies did they use to understand animals and their names within the Reggio Emilia approach?



# Lesson plan 3: Exploring naming words (with Reggio Emilia approach)

## Materials needed:

- Pictures or objects representing different nouns (animals, people, objects)
- Paper
- Crayons/markers
- Tracing sheets with diagonal patterns
- QR code scanner to play additional instructional video
- Drawing materials
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and discussion:** Begin with a warm greeting and encourage the children to share things they know have names.
2. **Naming words discussion:** Introduce the concept of naming words and explain that everything in the world has a name. Discuss examples and encourage children to contribute their ideas.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore naming words through drawing, tracing, and identifying various nouns.

## Activity 1: Exploring naming words:

1. **Noun exploration:** Display pictures or objects representing animals, people, and objects. Encourage children to observe and interact with them.
2. **Discussion and naming:** Engage in a group discussion about each noun category. Discuss characteristics, where they are found, and their purposes.

## Activity 2: Tracing and copying noun names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with names of different nouns (lion, wolf, tree, baby, room, flower, mother).
2. **Tracing:** Encourage the children to trace and copy the noun names as accurately as possible using crayons/markers.

## Activity 3: Tracing diagonal patterns:

1. **Tracing activity:** Distribute sheets with incomplete diagonal patterns.
2. **Completing the patterns:** Guide children to trace along the diagonal lines to complete the patterns, fostering fine motor skills.

## Activity 4: QR code instructional video:

1. **Preparation for video:** Explain that they can scan these to watch a fun instructional video about naming words.

2. **Scanning and viewing:** Scan the given QR code using devices (if available) and watch the instructional video, reinforcing the concept of naming words (nouns).

## **Conclusion:**

1. **Sharing and display:** Gather children to share their traced noun names, completed patterns, and thoughts on the concept of everything having names.

2. **Reflection:**

**Ask open-ended questions:**

- 'What new words did you learn today?'
- 'Can you name something new you discovered has a name?'

Encourage them to express their thoughts or feelings about the activities.

## **Assessment:**

1. **Noun recognition and association:**

- Can the children accurately trace and match the names of the different nouns presented during the activity?
- How well do they associate the names with the respective pictures or objects?

2. **Pattern tracing and motor skills:**

- During the diagonal pattern tracing activity, how confidently do the children complete the patterns, showcasing their fine motor skills?
- Were there any difficulties or particular interests shown by individual children during the tracing activity?

3. **Expressing understanding:**

- How do the children express their understanding of the concept that everything in the world has a name during the reflection session?
- Can they articulate new nouns they learned and explain why those things have names?

# Lesson plan 4: Exploring words and their opposites (with Reggio Emilia approach)

## Materials needed:

- Pictures or objects representing opposites
- Paper
- Crayons/markers
- Tracing sheets with words and their opposites
- QR code scanner to play additional instructional video
- Drawing materials
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and discussion:** Begin with a warm greeting. Engage the children in a discussion about things that are different or opposite.
2. **Opposites discussion:** Introduce the concept of opposites and explain that some words have opposites. Encourage the children to share examples they know.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore opposites through drawing, tracing, and identifying contrasting words.

## Opposites and all about it:

Introducing opposites to nursery children involves making learning interactive and relatable. Using visuals like flash cards, playful activities such as games and songs, and engaging in arts and crafts sessions can help illustrate contrasting concepts like big/small or hot/cold.

Storybooks and daily experiences also play a vital role in discussing opposites, encouraging the children to observe and express their understanding of contrasting elements in their surroundings. Language development is crucial, incorporating descriptive words and encouraging the children to articulate their observations using opposite words.

Leveraging interactive technology, if available, can further enhance the learning experience by utilizing apps, videos, or digital resources designed to teach opposites in an engaging manner. Through repetition and varied activities, children gradually grasp and comprehend the concept of opposites.

## Game:

The following activity encourages active participation and reinforces the understanding of words and their opposites in a playful and interactive manner, fostering vocabulary development and understanding of contrasting concepts.

## Materials needed:

- Picture cards or illustrations representing words and their opposites (e.g., picture cards of ‘big’ and ‘small,’ ‘happy’ and ‘sad,’ ‘open’ and ‘closed’)
- Large pieces of paper labelled ‘Words’ and ‘Opposites’
- Sticky tack or tape

## Instructions:

Let’s play a sorting game with words.

We will have big papers saying ‘Words’ and ‘Opposites.’ We will use pictures to learn about words that are different, like ‘big’ and ‘small,’ ‘happy’ and ‘sad.’ First, we’ll look at pictures—one picture means a word, and its opposite means the opposite word—and decide where they belong by sticking them under the right paper. We will talk about why each picture goes where it does. Then, we will draw our own pictures of words and their opposites.

It is a fun game to learn about words that mean different things.

## Activity 1: Exploring opposites:

1. **Opposite exploration:** Display pictures or objects representing opposites (happy/sad, big/small, strong/weak, heavy/light, etc.). Encourage children to observe and interact with them.
2. **Discussion and contrast:** Engage in a group discussion about each opposite pair. Discuss differences, when each might apply, and how they feel about these differences.

## Activity 2: Tracing and copying opposite words:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with words and their opposites (sad/happy, small/big, weak/strong, light/heavy, etc.).
2. **Tracing and matching:** Encourage the children to trace and match the words with their respective opposites using crayons/markers.

## Activity 3: QR code instructional video:

1. **Preparation for video:** Explain that they can scan these to watch a fun instructional video about opposites.
2. **Scanning and viewing:** Scan the given QR code using devices (if available) and watch the instructional video, reinforcing the concept of opposites.

## Conclusion:

1. **Sharing and display:** Gather children to share their traced opposite words and discuss what they learned about opposites.

### 2. Reflection:

#### Ask open-ended questions:

- ‘What words did you learn today that have opposites?’
- ‘Can you tell us an example of an opposite pair?’

Encourage them to express their thoughts or feelings about the activities.

## **Assessment:**

### **1. Word recognition and association:**

- Can the children accurately trace and match the words with their opposites during the tracing activity?
- How well do they demonstrate understanding by associating the words with their specific opposites?

### **2. Use of opposite words:**

- During the discussion, how effectively do the children apply the newly learned opposite words in their descriptions or examples?
- Were there any difficulties or exceptional engagement from individual children in recognizing or using opposites?

### **3. Engagement with additional resources:**

- How do the children engage with the instructional video on opposites through the additional video?
- Can they recall and discuss something new they learned from the video about opposites?

# Lesson plan 5: Exploring naming words and family relations (with Reggio Emilia approach)

## Materials needed:

- Pictures or visuals representing family members (son, sister, father, mother, brother, parents, daughter)
- Paper
- Crayons/markers
- Tracing sheets with names of family members
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book
- Props for the speaking activity (optional)

## Introduction:

1. Greeting and Recall: Begin with a warm greeting and briefly revisit the concept of naming words introduced previously. Review examples of things that have names.
2. Family Discussion: Introduce the concept of family relations. Show pictures or visuals representing different family members. Discuss relationships within a family.

## What is a family? How many kinds of families are there?

A family is a special group of people who care about each other and spend time together. Families can look different and that is okay. Some families have many people, like grandparents, aunts, uncles, and cousins, and they all live together or close by. That is called a big or joint family.

Other families might be smaller and have just a few people, like parents and children. This is called a nuclear family.

Some people have lots of relatives, and others may have a few or even none, and that is okay too. Every family is unique and has its own way of being special. Some families like to do things together, like play games or cook, while others have their own special ways of spending time. Families are amazing because they are filled with love and care, no matter how big or small they might be.

**Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore family relations through drawing, tracing, and discussing their own families.

## Activity 1: Exploring family names:

1. **Family member exploration:** Display pictures or visuals of family members. Encourage children to observe and discuss the names and relationships of each family member.
2. **Discussion and relations:** Engage in a group discussion about family relationships. Discuss who each family member is and their relation to each other.

## Activity 2: Tracing and copying family names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with names of family members (son, sister, father, mother, brother, parents, daughter).

2. **Tracing and matching:** Encourage the children to trace and match the names with the corresponding family members using crayons/markers.

### **Activity 3: Speaking activity about families:**

1. **Preparation:** Have the children share about their families and relations. Provide prompts or props (pictures, drawings) to help them discuss their family members.
2. **Speaking and sharing:** Encourage the children to speak about their families, mentioning different relations. This can be in the form of show-and-tell or storytelling about their family.

### **Conclusion:**

1. **Sharing and display:** Gather the children to share their traced family names and discuss what they learned about family relations.

2. **Reflection:**

**Ask open-ended questions:**

- 'Can you tell us about a family member you talked about?'
- 'What did you learn about families today?'

Encourage them to express their thoughts or feelings about the activities.

### **Assessment:**

1. **Family member recognition and association:**

- Can the children accurately trace and match the names of family members presented during the tracing activity?
- How well do they associate the names with the respective family member visuals?

2. **Expression of family relations:**

- During the speaking activity, how effectively do the children express and discuss different family members and their relationships?
- Were there any difficulties or exceptional engagement from individual children in expressing family relations?

3. **Understanding of family dynamics:**

- How do the children demonstrate their understanding of family dynamics by discussing their own families and relationships during the speaking activity?
- Can they articulate something new they learned or observed about families from the lesson?

# Lesson plan 6: Exploring naming places and their services (with Reggio Emilia approach)

## Materials needed:

- Pictures or visuals representing different places (bank, park, office, school, bakery, library, hospital, restaurant)
- Paper
- Crayons/markers
- Tracing sheets with names of places
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and recall:** Begin with a warm greeting and briefly revisit the concept of naming places introduced previously. Remind children about places and what they do.
2. **Place discussion:** Introduce the concept of different places based on the services they provide. Show pictures or visuals representing various locations. Discuss their purposes.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they'll explore different places through drawing, tracing, and understanding their roles.

## Activity 1: Exploring place names:

1. **Place exploration:** Display pictures or visuals of different places. Encourage children to observe and discuss the names and services provided by each location.
2. **Discussion and services:** Engage in a group discussion about each place's function. Discuss what happens at these places and what services they offer.

## Names of places and the service that they provide:

1. **Bank:** A bank is a place where people keep their money safe. They also go there to take out money when they need it and to save their money for later.
2. **Park:** A park is a fun place with lots of trees, flowers, and open space. People visit parks to play, run around, have picnics, and enjoy nature.
3. **Office:** An office is a place where grown-ups work. They do different jobs like talking on the phone, typing on computers, and working together to get things done.
4. **School:** School is a place where children go to learn new things. They have teachers who help them read, write, play, and learn about numbers, colours, and many other interesting things.
5. **Bakery:** A bakery is a yummy place where bakers make delicious bread, cakes, cookies, and other tasty treats. People go there to buy yummy food to eat.
6. **Library:** A library is a special place filled with lots of books. People can borrow books from the library to read exciting stories, learn new things, and have fun.



- 7. Hospital:** A hospital is a place where doctors and nurses help people who are not feeling well. They take care of people when they are sick or hurt and help them feel better.
- 8. Restaurant:** A restaurant is a place where people go to eat delicious food they don't cook at home. There, they can sit down, order yummy meals, and enjoy eating together with family or friends.

### **Activity 2: Tracing and copying place names:**

- 1. Handwriting book activity:** Open the handwriting book to the relevant page with names of different places (bank, park, office, school, bakery, library, hospital, restaurant).
- 2. Tracing and matching:** Encourage children to trace and match the names with the corresponding place using crayons/markers.

### **Activity 3: Drawing favourite place:**

- 1. Personal drawing:** Ask the children to choose their favourite place from the ones discussed.
- 2. Drawing and description:** Provide paper and drawing materials. Instruct them to draw their favourite place and briefly describe what happens there.

### **Conclusion:**

- 1. Sharing and display:** Gather the children to share their traced place names and drawings. Discuss what they learned about different places and their functions.

- 2. Reflection:**

**Ask open-ended questions:**

- 'Can you tell us about the place you drew?'
- 'What services do you think are important at different places?'

Encourage them to express their thoughts or feelings about the activities.

### **Assessment:**

- 1. Place recognition and association:**

- Can the children accurately trace and match the names of places presented during the tracing activity?
- How well do they associate the names with the respective place visuals?

- 2. Understanding of place functions:**

- During the discussion, how effectively do the children describe the functions or services provided by different places?
- Were there any difficulties or exceptional engagement from individual children in understanding place functions?

- 3. Expression of place importance:**

- How do the children express the importance of different places and their services while discussing their favourite place during the drawing activity?
- Can they articulate something new they learned or observed about places from the lesson?

# Lesson plan 7: Exploring nutrient-rich fruits (with Reggio Emilia approach)

## Materials needed:

- Pictures or visuals representing different fruits (pear, apple, peach, grapes, cherry, mango, orange, banana)
- Paper
- Crayons/markers
- Tracing sheets with names of fruits
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and recall:** Begin with a warm greeting and briefly revisit the concept of naming foods introduced previously. Remind the children about different fruits and what they provide.
2. **Nutrient discussion:** Introduce the concept of fruits and the nutrients that they offer. Show pictures or visuals of various fruits. Discuss their colours, tastes, and what they give to our bodies.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore different fruits through drawing, tracing, and understanding their benefits.

## What are fruits? How are they different from other foods?

Fruits are special and yummy things that grow on plants and trees. They are different from other foods because they are sweet, juicy, and full of vitamins that help our bodies grow strong and stay healthy.

## What kind of fruits are locally available in Pakistan? How do they help us?

In Pakistan, there are many different kinds of fruits that grow in its provinces. Some fruits found here are juicy oranges, tasty mangoes, crunchy apples, sweet bananas, and delicious grapes. These fruits are special because they have vitamins that are good for us. Oranges have Vitamin C that helps us not get sick, mangoes have Vitamin A that is good for our eyes, apples and grapes have vitamins that help our bodies stay strong, and bananas give us energy to run and play.

Eating fruit is a fun way to stay healthy and enjoy yummy snacks.

## Activity 1: Exploring fruit names:

1. **Fruit exploration:** Display pictures or visuals of different fruits. Encourage the children to observe and discuss the names and colours of each fruit.
2. **Discussion and nutrients:** Engage in a group discussion about the fruits' nutrients. Discuss what vitamins or benefits each fruit provides for our bodies.

## Activity 2: Tracing and copying fruit names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page with names of different fruits (pear, apple, peach, grapes, cherry, mango, orange, banana).

2. **Tracing and matching:** Encourage the children to trace and match the names with the corresponding fruit visuals using crayons/markers.

### **Activity 3: Drawing favourite fruit:**

1. **Personal drawing:** Ask the children to choose their favourite fruit from the ones discussed.
2. **Drawing and description:** Provide paper and drawing materials. Instruct them to draw their favourite fruit and briefly describe its colour, taste, or why they like it.

### **Conclusion:**

1. **Sharing and display:** Gather the children to share their traced fruit names and drawings. Discuss what they learned about different fruits and their nutrients.

2. **Reflection:**

**Ask open-ended questions:**

- 'Can you tell us about the fruit you drew?'
- 'What nutrients do you think are important in fruits?'

Encourage them to express their thoughts or feelings about the activities.

### **Assessment questions:**

1. **Fruit recognition and association:**

- Can the children accurately trace and match the names of fruits presented during the tracing activity?
- How well do they associate the names with the respective fruit visuals?

2. **Understanding of nutrient benefits:**

- During the discussion, how effectively do the children describe the nutrients or benefits provided by different fruits?
- Were there any difficulties or exceptional engagement from individual children in understanding fruit nutrients?

3. **Expression of fruit preference:**

- How do the children express their preference for a specific fruit during the drawing activity?
- Can they articulate something new they learned or observed about fruits and their nutrients from the lesson?

# Lesson plan 8: Exploring nutrient-rich vegetables (with Reggio Emilia approach)

## Materials needed:

- Pictures or visuals representing different vegetables (corn, ginger, lettuce, potato, carrot, radish, tomato, onion, cucumber)
- Paper
- Crayons/markers
- Tracing sheets with names of vegetables
- Whiteboard or large paper for collaborative drawing provided in the Handwriting book

## Introduction:

1. **Greeting and recall:** Begin with a warm greeting and briefly revisit the concept of naming foods introduced previously. Remind the children about different items and what they provide for us.
2. **Vegetable discussion:** Introduce the concept of vegetables and the nutrients they offer. Show pictures or visuals of various veggies. Discuss their colours, shapes, and what they give to our bodies.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore different vegetables through drawing, tracing, and understanding their benefits.

## Activity 1: Exploring vegetable names:

1. **Vegetable exploration:** Display pictures or visuals of different vegetables. Encourage the children to observe and discuss the names and colours of each veggie.
2. **Discussion and nutrients:** Engage in a group discussion about the nutrients in vegetables. Discuss what vitamins or benefits each vegetable provides for our bodies.

## Activity 2: Tracing and copying vegetable names:

1. **Handwriting book activity:** Open the handwriting book to the relevant page to the relevant page with names of different vegetables (corn, ginger, lettuce, potato, carrot, radish, tomato, onion, cucumber).
2. **Tracing and matching:** Encourage the children to trace and match the names with the corresponding vegetable visuals using crayons/markers.

## Activity 3: Drawing favourite vegetable:

1. **Personal Drawing:** Ask the children to choose their favourite vegetable from the ones discussed.
2. **Drawing and Description:** Provide paper and drawing materials. Instruct them to draw their favourite vegetable and briefly describe its colour, taste, or why they like it.

## Conclusion:

1. **Sharing and Display:** Gather the children to share their traced vegetable names and drawings. Discuss what they learned about different vegetables and their nutrients.

## **2. Reflection:**

### **Ask open-ended questions:**

- 'Can you tell us about the vegetable you drew?'
- 'What nutrients do you think are important in vegetables?'

Encourage them to express their thoughts or feelings about the activities.

## **Assessment:**

### **1. Vegetable recognition and association:**

- Can the children accurately trace and match the names of vegetables presented during the tracing activity?
- How well do they associate the names with the respective vegetable visuals?

### **2. Understanding of nutrient benefits:**

- During the discussion, how effectively do the children describe the nutrients or benefits provided by different vegetables?
- Were there any difficulties or exceptional engagement from individual children in understanding vegetable nutrients?

### **3. Expression of vegetable preference:**

- How do the children express their preference for a specific vegetable during the drawing activity?
- Can they articulate something new they learned or observed about vegetables and their nutrients from the lesson?

# Lesson plan 9: Exploring singulars and plurals (with Reggio Emilia approach)

## Materials needed:

- Pictures or visuals representing singular and plural words (pen/pens, doll/dolls, car/cars, cow/cows, bag/bags, mug/mugs)
- Paper
- Crayons/markers
- Tracing sheets with singular and plural words
- Device to scan the QR code for instructional video provided in the Handwriting book

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to share items they have in singular and more than one.
2. **Discussion on singulars and plurals:** Introduce the concept of singular (one) and plural (more than one) words. Show visuals of singular objects and their plural forms.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they'll explore singulars and plurals through drawing, tracing, and understanding words in both forms.

## What is the concept of singular and plural?

The concept of singular and plural helps us talk about one thing or more than one thing.

Singular means there is only one of something, like 'one pen' or 'one doll.'

Plural means there is more than one of something, like 'many pens' or 'lots of dolls.'

For example, when we have one toy car, it is 'a car' (singular), but when we have many toy cars, it becomes 'cars' (plural).

So, singular is for one, and plural is for more than one.

## Game:

The following activity encourages active engagement and helps reinforce the understanding of singular and plural concepts in a playful and interactive way.

## Materials needed:

- Picture cards or small objects representing singular and plural forms (e.g., picture cards of a single cat and multiple cats, or small toy animals representing one and many)
- Large pieces of paper labelled 'Singular' and 'Plural'
- Sticky tack or tape

## Instructions:

Let's play a sorting game!

We'll use pictures or toys to learn about 'one' and 'more than one.' We will have big papers saying, 'One Thing' and 'Many Things.' First, we will look at pictures or toys—one cat, many cats—and decide where they belong by sticking them under the right paper. We will talk about why each picture or toy goes where it does. Then, we will talk about other things that are 'one' or 'many.' It is a fun game to learn about 'one' and 'many' together!

### Activity 1: Exploring singulars and plurals:

1. **Visual exploration:** Display pictures or visuals of singular items and their plural forms (pen/pens, doll/dolls, car/cars, cow/cows, bag/bags, mug/mugs).
2. **Discussion and matching:** Engage in a group discussion about each singular object and its plural form. Ask the children to match singular visuals with their corresponding plurals.

### Activity 2: Tracing and copying singulars and plurals:

1. **Handwriting book activity:** Provide the handwriting book to the relevant page with singular and plural words.
2. **Tracing and matching:** Encourage children to trace and match the singular words with their plural forms using crayons/markers.

### Activity 3: QR code instructional video:

1. **Preparation:** Set up a device to scan the QR code for an additional instructional video on singulars and plurals.
2. **Instructional video:** Allow the children to watch the video explaining singulars and plurals to reinforce their understanding in a different engaging format.

## Conclusion:

1. **Reflection:** Gather the children to discuss what they learned about singulars and plurals. Encourage them to share their favourite singular-plural pairs.
2. **Expressing learning:**

**Ask open-ended questions:**

- 'Can you tell us the difference between singular and plural words?'
- 'What objects did you see in both forms?'

## Assessment questions:

1. **Recognition of singulars and plurals:**
  - Can the children accurately match the singular objects with their respective plural forms during the tracing and matching activities?
  - How well do they identify and differentiate between singular and plural words?

## **2. Expression of understanding:**

- During discussions, how effectively do the children explain the difference between singular and plural words?
- Can they articulate examples of singular and plural objects from their daily experiences?

## **3. Application of knowledge:**

- How do the children apply their understanding of singulars and plurals when discussing their favourite pairs during the reflection activity?
- Were there any challenges or exceptional engagement from individual children in expressing their comprehension of singulars and plurals?



# Lesson plan 10: Exploring days of the week (with Reggio Emilia approach)

## Materials needed:

- Visual aids or posters displaying the days of the week
- Paper
- Crayons/markers
- Tracing sheets with the names of the days of the week
- Large pieces of paper labelled 'Weekdays' and 'Weekend'
- QR code scanner to play instructional video provided in the Handwriting book

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to share their favourite days.
2. **Introduction to days:** Introduce the concept of days of the week using visual aids or posters displaying the days (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they'll explore the days through drawing, tracing, and understanding the activities related to specific days.

## How many days are there in a week and what are they called?

Days of the week are special names for each day that help us know what day it is.

There are seven days in a week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Each day can be special for different things. For example, from Monday to Friday, we go to school and learn new things. Friday is a happy day because it is almost the weekend, and we might have something special at school or spend time with family.

Saturday and Sunday are the weekend days when we might do exciting things like going out, playing more, or spending time with our family and friends. Each day can be special in its own way.

## Activity 1: Tracing and categorizing days:

1. **Handwriting book activity:** Provide the handwriting book to the relevant page with the names of the days of the week.
2. **Tracing and sorting:** Encourage the children to trace the names of the days and then sort them into two categories on large papers labelled 'Weekdays' and 'Weekend.'

## Activity 2: Discussion on activities:

1. **Group discussion:** Discuss the different activities associated with weekdays and the weekend. Ask children about the activities they do on specific days (e.g., school on weekdays, family outings on the weekend).

2. **Drawing and expression:** Provide paper and drawing materials. Ask them to draw an activity they enjoy on their favourite day and explain their drawing.

### **Activity 3: Instructional video:**

1. **Preparation:** Set up a device to scan the QR code for an additional instructional video on days of the week.
2. **Instructional video:** Allow the children to watch the video for a fun reinforcement of what they have learned.

### **Conclusion:**

1. **Reflection:** Gather the children to discuss their drawings and share the activities they enjoy on specific days.
2. **Expressing learning:**  
**Ask open-ended questions:**
  - ‘What activities do you do on your favourite day?’
  - ‘Can you tell us about the days in a week?’

### **Assessment:**

1. **Recognition of days:**
  - Can the children accurately trace and categorize the days of the week into weekdays and the weekend during the sorting activity?
  - How well do they identify and differentiate between the days of the week?
2. **Understanding of associated activities:**
  - During discussions, how effectively do the children express the activities they do on specific days?
  - Can they articulate the difference between weekdays and the weekend based on the activities discussed?
3. **Application of knowledge:**
  - How do the children apply their understanding of the days of the week when explaining their favourite day’s activity during the drawing and discussion activities?
  - Were there any challenges or exceptional engagement from individual children in expressing their comprehension of days and related activities?

# Lesson plan 11: Exploring seasons of the year (with Reggio Emilia approach)

## Materials needed:

- Visual aids or posters displaying the four seasons
- Paper
- Crayons/markers
- Tracing sheets with the names of the seasons
- Large pieces of paper labelled with each season
- QR code scanner for instructional video provided in the Handwriting book

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to share what they like about different times of the year.
2. **Introduction to seasons:** Use visual aids or posters to introduce the four seasons—winter, summer, autumn, and spring. Discuss the characteristics of each season briefly.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they'll explore the seasons through drawing, tracing, and understanding the activities related to each season.

## What are the characteristics of each season of the year:

### 1. Winter:

- **Weather:** Cold, snowy, frosty.
- **Clothing:** Heavy coats, scarves, gloves, hats, boots.
- **Activities:** Building snowmen, ice skating, drinking hot chocolate and soup.
- **Nature:** Snow-covered landscapes, bare trees.

### 2. Spring:

- **Weather:** Warmer, flowers bloom, occasional rain.
- **Clothing:** Light jackets, raincoats, boots.
- **Activities:** Planting gardens, flying kites, playing outside.
- **Nature:** Blooming flowers, green leaves on trees, baby animals.

### 3. Summer:

- **Weather:** Hot, sunny, longer days.
- **Clothing:** Shorts, t-shirts, sandals, sunhats.
- **Activities:** Swimming, picnics, beach visits, outdoor games.
- **Nature:** Bright sunshine, green trees, flowers in full bloom.

#### 4. Autumn/Fall:

- **Weather:** Cooler, leaves change colour and fall.
- **Clothing:** Light jackets, sweaters, boots.
- **Activities:** Apple picking, pumpkin carving, hiking.
- **Nature:** Trees with colourful leaves, harvest time for crops.

#### Activity 1: Tracing and discussing seasons:

1. **Handwriting book activity:** Provide the handwriting book to the relevant page with the names of the seasons.
2. **Tracing and group discussion:** Encourage children to trace the names of the seasons and then discuss what they know about each season—what the weather is like, what they wear, what they eat, and activities they do.

#### Activity 2: Clothing and food discussion:

1. **Group discussion:** Discuss the clothing and food associated with each season. Ask children about the clothes they wear in winter, summer, autumn, and spring. Discuss the foods they like to eat in each season.
2. **Drawing and expression:** Provide paper and drawing materials. Ask them to draw their favourite clothes for each season and their favourite seasonal food.

#### Activity 3: QR code instructional video:

1. **Preparation:** Set up a device to scan the QR code for an additional instructional video on the seasons and associated activities.
2. **Instructional video:** Allow the children to watch the video for a fun reinforcement of what they have learned.

#### Conclusion:

1. **Reflection:** Gather the children to share their drawings and discuss what they have learned about each season.
2. **Expressing learning:**

##### Ask open-ended questions:

- 'What do you like about each season?'
- 'Can you tell us about a fun activity you do in your favourite season?'

#### Assessment:

1. **Recognition of seasons:**
  - Can the children accurately trace and identify the names of the four seasons during the tracing and discussion activity?
  - How well do they differentiate between winter, summer, autumn, and spring?

## **2. Understanding of seasonal activities:**

- During discussions, how effectively do the children express the activities they do during specific seasons?
- Can they articulate the differences between activities in winter, summer, autumn, and spring?

## **3. Application of knowledge:**

- How do the children apply their understanding of seasons when discussing their favourite seasonal clothes and foods during the drawing activity?
- Were there any challenges or exceptional engagement from individual children in expressing their comprehension of seasons and related activities?

# Lesson plan 12: Exploring months of the year (with Reggio Emilia approach)

## Materials needed:

- Visual aids or posters displaying the twelve months (example: a calendar)
- Paper
- Crayons/markers
- Tracing sheets with the names of the months
- Large pieces of paper labelled with each month
- QR code scanner to play instructional video provided in the Handwriting book

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to share what they like about different months.
2. **Introduction to months:** Use visual aids or posters to introduce the twelve months of the year. Mention each month's name and ask if they know what happens in those months.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Explain how they will explore the months through drawing, tracing, and understanding the activities related to each month.

## Activity 1: Tracing and discussing months:

1. **Handwriting book activity:** Provide the handwriting book to the relevant page with the names of the months.
2. **Tracing and group discussion:** Encourage the children to trace the names of the months and then discuss what they know about each month—what they think the weather might be like, what they might wear, what activities they might do, and what foods they might eat.

## Activity 2: Clothing and food discussion:

1. **Group discussion:** Discuss the clothing and food associated with each month. Ask children about the clothes they might wear in different months and the foods they like to eat during those times.
2. **Drawing and expression:** Provide paper and drawing materials. Ask them to draw their favourite clothes and foods for different months.

## Activity 3: QR code instructional video:

1. **Preparation:** Set up a device to scan the QR code for an additional instructional video on the months of the year and associated activities.
2. **Instructional video:** Allow children to watch the video for a fun reinforcement of what they have learned.

## **Conclusion:**

- 1. Reflection:** Gather the children to share their drawings and discuss what they have learned about each month.
- 2. Expressing learning:**  
**Ask open-ended questions:**
  - 'What do you like about each month?'
  - 'Can you tell us about a fun activity you do in your favourite month?'

## **Assessment:**

- 1. Recognition of months:**
  - Can the children accurately trace and identify the names of the twelve months during the tracing and discussion activity?
  - How well do they differentiate between each month?
- 2. Understanding of seasonal activities:**
  - During discussions, how effectively do the children express the activities they might do during specific months?
  - Can they articulate the differences between activities in different months?
- 3. Application of knowledge:**
  - How do the children apply their understanding of months when discussing their favourite clothes and foods for different months during the drawing activity?
  - Were there any challenges or exceptional engagement from individual children in expressing their comprehension of months and related activities?

# Lesson plan 13: Discovering shapes (with Reggio Emilia approach)

## Materials needed:

- Visual aids or posters displaying the four shapes
- Paper
- Crayons/markers
- Tracing sheets with the shapes
- Objects representing the shapes (oval, circle, square, triangle)
- QR code scanner for instructional video provided in the Handwriting book

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to think about different shapes they might know.
2. **Introduction to shapes:** Show visual aids or posters displaying the oval, circle, square, and triangle shapes. Explain that shapes are like patterns we see around us and can have different sides and corners.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Discuss how they'll explore shapes through drawing, tracing, and finding shapes in their surroundings.

## Activity 1: Tracing shapes:

1. **Handwriting book activity:** Provide the handwriting book to the relevant page with the shapes (oval, circle, square, triangle).
2. **Tracing and discussion:** Encourage children to trace the shapes and discuss the characteristics of each shape—how many sides, corners, and what objects they know in those shapes.

## Activity 2: Finding shapes:

1. **Group activity:** Ask the children to find any of the four objects around them that represent the shapes they have traced (oval, circle, square, triangle).
2. **Sharing and discussion:** Gather the children and ask them to show the objects they found. Discuss the shapes they found in the objects and encourage them to explain why they chose those objects.

## What are shapes?

Shapes are like the patterns we see all around us. They are the different forms or outlines of things. Imagine drawing on a piece of paper – a circle, a square, a triangle, or even something like an oval. These are all shapes.

Shapes are everywhere – in the things we play with, like balls or blocks, in the foods we eat, like cookies or sandwiches, and even in the things we see outside, like the sun (a circle) or a house (with squares and triangles). Shapes are like the special building blocks that make up everything around us.



### **Activity 3: QR code instructional video:**

- 1. Preparation:** Set up a device to scan the QR code for an additional instructional video on shapes and associated activities.
- 2. Instructional video:** Allow children to watch the video for a fun reinforcement of what they have learned.

### **Conclusion:**

- 1. Reflection:** Gather the children to share their experiences and discuss the shapes they found around them.
- 2. Expressing learning:**  
**Ask open-ended questions:**
  - 'What shapes did you find?'
  - 'Can you tell us about the shapes you traced?'

### **Assessment:**

- 1. Recognition of shapes:**
  - Can the children accurately trace and identify the shapes of oval, circle, square, and triangle during the tracing and discussion activity?
  - How well do they differentiate between each shape?
- 2. Application of knowledge:**
  - During the object-finding activity, how effectively do the children find and explain shapes in the objects they have chosen?
  - Can they articulate the characteristics of the shapes they found in their environment?
- 3. Understanding of shape characteristics:**
  - How do the children demonstrate their understanding of shapes when discussing the objects, they found in each shape?
  - Were there any challenges or exceptional engagement from individual children in expressing their comprehension of shapes and finding them around us?

# Lesson plan 14: Exploring daily conversations (with Reggio Emilia approach)

## Materials needed:

- Visual aids or posters displaying conversation cues
- Paper
- Crayons/markers
- Tracing sheets with the conversation text
- Handwriting book
- Drawing materials for sandcastle activity

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and encourage children to share something they learned or did recently.
2. **Introduction to conversations:** Show visual aids or posters with conversation cues (e.g., greetings, asking questions).
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Discuss how conversations are like fun puzzles we solve together.

## Activity 1: Tracing conversations:

1. **Group reading and tracing:** Read out the conversation sample (Bilal and Sophia) aloud. Provide tracing sheets with the conversation text.
2. **Tracing and discussion:** Encourage children to trace the conversation and discuss what Bilal and Sophia talked about. Ask them to identify the names and words related to the letter 'B'.

## Activity 2: Sandcastle drawing:

1. **Individual drawing:** Provide paper and drawing materials. Ask the children to draw a picture of a sandcastle on a beach.
2. **Discussion and expression:** Invite the children to share their drawings. Encourage them to talk about their sandcastle and any fun ideas they have for building one.

## Activity 3: Name tracing and writing:

1. **Handwriting book activity:** Provide handwriting books for tracing names (their own name and their best friend's name).
2. **Tracing and writing:** Guide them in tracing their names and writing the first letter of their name in capital letters. Then, ask them to trace the first letter of their best friend's name.

## **Conclusion:**

- 1. Reflection:** Gather the children to discuss what they learned about conversations and the activities they enjoyed.
- 2. Expressing learning:**  
**Ask open-ended questions:**
  - 'What was your favourite part of the lesson?'
  - 'What did you enjoy drawing the most?'

## **Assessment:**

- 1. Recognition of conversation patterns:**
  - Can the children accurately trace and identify the conversation between Bilal and Sophia?
  - How well do they recognize conversation cues like greetings and initiating activities?
- 2. Engagement in activities:**
  - During the sandcastle drawing activity, how actively did the children participate and express their ideas?
  - Can they articulate their thoughts about their sandcastle drawings?
- 3. Handwriting and letter recognition:**
  - How well do the children trace and write their own names and the first letter of their best friend's name?
  - Were there any challenges or exceptional engagement from individual children in expressing their comprehension of conversations and activities?

# Lesson plan 15: Tracing numbers 11-25 (with Reggio Emilia approach)

## Materials needed:

- Tracing sheets with words for numbers 11–25
- Paper
- Crayons/markers
- Handwriting book
- QR code scanner for instructional video

## Introduction:

1. **Greeting and exploration:** Begin with a warm greeting and ask children about their favourite numbers.
2. **Introduction to tracing words for numbers:** Show tracing sheets with words for numbers 11-25. Discuss that these words show how we write the numbers as words.
3. **Reggio Emilia inspiration:** Emphasize exploration and creativity. Discuss how tracing can help us learn about numbers.

## Activity 1: Tracing number words:

1. **Individual tracing:** Provide tracing sheets for numbers 11–25. Guide children in tracing the words for each number.
2. **Group practice:** Encourage the children to trace the words together and discuss any similarities or differences they notice in the words.

## Activity 2: Handwriting practice:

1. **Handwriting book activity:** Provide handwriting books or worksheets for tracing numbers.
2. **Tracing and writing:** Guide them in tracing and writing the numbers 11–25 using both numbers and words for reinforcement.

## Activity 3: QR Code Instructional Video:

1. **Preparation:** Set up a device to scan the QR code for an instructional video demonstrating writing numbers 11–25 as words.
2. **Instructional video:** Allow children to watch the video for reinforcement and additional guidance on tracing number words.

## Conclusion:

1. **Reflection:** Gather children to discuss what they learned about tracing number words.
2. **Expressing Learning:**

### Ask open-ended questions:

- 'What number word did you enjoy tracing the most?'
- 'Can you tell us about a number word you traced today?'

## **Assessment:**

### **1. Recognition of number words:**

- Can the children accurately trace and identify the words for numbers 11–25 during the tracing activity?
- How well do they differentiate between the written words for each number?

### **2. Handwriting proficiency:**

- During the handwriting practice, how effectively do the children trace and write the number words?
- Can they demonstrate proper letter formation and sizing of the words?

### **3. Understanding of number concepts:**

- How do the children express their understanding of numbers through tracing and writing the words for numbers 11–25?
- Were there any challenges or exceptional engagement from individual children in expressing their comprehension of tracing number words?

# Lesson plan 16: Reinforcement—Fill in the blanks and drawing celebration

## Materials needed:

- Handwriting books
- Drawing materials (paper, crayons, markers)

## Instructions:

### Part 1: Fill in the blanks

#### 1. Introduction:

- Explain the activity and provide the handwriting books.
- Read out the sentences and show the blanks to the children.

#### 2. How do you teach children to count?

Learning to count is a necessity. We can count toys, candies, or even our fingers and toes. We use special numbers to tell how many things we see. We sing songs about numbers and play games where we find and count things around us. We also have books and pictures that help us learn about numbers. Remember, counting is exciting, and we can practice it every day while playing and having lots of fun!

#### 3. Guidance and Support:

Guide the children in filling in the blanks:

- 'How many classmates do you have?' (Help them count and write the number in the blank.)
- 'How many friends do you have?' (Encourage them to count and write the number.)
- 'How many fingers do you have?' (Encourage them to count their fingers and fill in the blank.)

### Part 2: Drawing celebration

#### 1. Introduction:

- Explain the celebration and the drawing activity.
- Encourage the children to think of a fun celebration like fireworks.

#### 2. Drawing time:

- Provide drawing materials and ask the children to draw a fireworks picture to celebrate completing their handwriting book.
- Encourage creativity and expression while drawing.

## Conclusion:

#### 1. Sharing:

- Gather the children together to share their completed handwriting books and fireworks drawings.
- Ask them to talk about their drawings and what they enjoy most about celebrations.

# Lesson plan 17: Phonics reading assessment (with Reggio Emilia approach)

## Materials needed:

- Phonics reading materials (flash cards, picture books with simple words)
- Handwriting book

## Introduction:

1. **Greeting and exploration:** Start with a warm welcome. Ask the children about their favourite stories or words they know.
2. **Introduction to phonics:** Introduce the concept of phonics by explaining that letters make sounds that form words. Show examples using simple words and corresponding images.

## What is Phonics Reading Assessment?

Phonics reading is like a game that helps us understand letters and their sounds. It is about learning how each letter makes its own special sound. In a game, we show how letters make words, and we learn to read these words. It is like putting puzzle pieces together to make stories. When we play with letters and sounds, we can read many exciting stories and books.

## Activity 1: Reading practice:

1. **Reading together:** Use phonics reading materials (flash cards or simple word books) with images. Guide children in reading words that correspond to the images.
2. **Phonics assessment:** Encourage them to read aloud simple words from the materials. Observe and note their ability to recognize and sound out words.

## Activity 2: Writing practice:

1. **Handwriting book activity:** Provide handwriting books or worksheets with simple words from the reading materials.
2. **Tracing and writing:** Guide the children to trace and write simple words they have practiced during the reading session.

## Conclusion:

1. **Reflection:** Gather the children to discuss what they learned about phonics reading.
2. **Expressing learning:**

### Ask open-ended questions:

- 'What word did you enjoy reading the most?'
- 'Can you tell us a word you learned today?'

## **Assessment:**

- 1. Word recognition:** How effectively did the children recognize and read simple words during the reading activity?
- 2. Writing proficiency:** How well did they trace and write the simple words from the phonics reading materials?
- 3. Understanding of phonics:** Can the children express what they learned about sounds and letters forming words? Were they engaged and attentive during the activities?