

Based on NCF 2022
for Foundational
Stage and NIPUN
BHARAT 2021



Skillment



ENGLISH

A Multi-skill Activity Book on English

FS-2
LKG



Lesson Plan

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know Letters – a to e	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn small letters from a to e
2. To make the students well-versed in small letter writing (from a to e)

Specific Objectives:

1. To make the students learn the small letters (from a to e), their sounds, and objects with spellings that have these letters
2. To integrate/use different lines into forming small letters from a to e

Learning Outcomes:

1. Learners begin to read aloud the letters a to e.
2. Learners start forming the letters with the help of the dots by joining them.
3. Learners start identifying alphabets from a to e.
4. Learners start constructing their own letters without tracing the lines.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To explore about different ways in which the learners can understand the letter writing technique

Teaching Aids:

1. Stationery/TL Aids: unbound sheets of paper, crayons, beads/stones
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media / Video link:

Methodology:

Session/Period 1 (Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of the letters a to e

Strategy: Teacher to discuss the picture on page 7 of the main book as an ice-breaker activity and revise capital letters A to Z with the activity given on Page 9.

Afterwards, teacher to draw different types of lines and curves on the board, and students to draw the same on a sheet of paper. Teacher to encourage students to do page 8 in the main book. Afterwards, teacher to draw random small letters from a to e emphasising the lines and curves used to create them on the board, and invite students to draw the same on the board. Teacher to explain how A, B, C, D and E are same as a, b, c, d and e.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 2 (Topic): Sensitisation (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners sensitised to alphabets from a to e

Strategy: Teacher to reiterate the points that emerged from session/gauging. The teacher to use pages 10 to 14 of the main book to formally introduce letters a to e. Firstly, tell the given short stories to the children filled with relevant vocabulary. Introduce the formation of the letters. Then, ask the students to say more things with names starting with these letters.

The teacher to explain the concept of tall, small, and fall letters. Letters that are formed starting from top to bottom like b, d, f, h, k, l and t are tall letters; letters that are formed starting from middle of the four lined pattern like g, j, p, q and y are fall letters; and letters a, c, e, i, m, n, o, r, s, u, v, w, x and z are small letters. Teachers to ask the students what type of letters a, b, c, d and e are. Teacher to sum up the responses from the students and write them on the board.

The teacher to write the alphabets from a to e (not in the same order) on the board and ask the students (randomly) to name one thing with spelling that starts with the letter she points.

Afterwards, teacher does letter tracing activities with the learners.

Expected Skills achieved by the learners: Communication, Early Language skills, Fine Motor skills

Session/Period 3 (Topic): Reinforce Learners about Alphabets a to e

Aim: To reinforce, teacher to revise the letter with flash cards and ask children to do page no. 15 of the main book

Strategy: Teacher to accomplish the tracing work of the main book with the learners. Further, do read, trace and colour activity to ensure the correlation of the pictures with the letters.

Expected Skills achieved by the learners: Early Language skills, Fine Motor skills

Activities /Project /Integration/Research Work:

Integration:

Trace a to e on the floor, and give beads/stones to children to be placed on the traced letters. Guide them to follow the correct directions in formation of the letters.

(To be further elaborated by the teacher)

Class work:

The teacher can assign workbook activities as class work. The teacher to inquire about the things in the immediate environment whose names start with letters a to e.

Reinforcement of Contents:

Revision:

The teacher can use page no. 16 integrated with EVS (Transport) and Logical Reasoning for revision.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

Teacher to ask the students to write letters from a to e in their notebook with dots, and then without them. This will help them practice their handwriting and present their learning in a more confident form.

Assessment Means:

Main book, workbook and fine-motor skill activity to assess the students' learning.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school conducted

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know Letters – f to j	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn small letters from f to j
2. To make the students well-versed in small letter writing (from f to j)

Specific Objectives:

1. To make the students learn the small letters (from f to j), their sounds, and objects with spellings that have these letters

Learning Outcomes:

1. Learners begin to read aloud the letters f to j.
2. Learners start forming the letters with the help of the dots by joining them.
3. Learners start identifying alphabets from f to j.
4. Learners start constructing their own letters without tracing the lines.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To explore about different ways in which the learners can understand the letter writing technique
2. To use sand paper activity

Teaching Aids:

1. Stationery/TL Aids: mild sand papers in shape (cut out) of the letters from f to j
2. Printed Material/Books: Skilment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media/Video link:

Methodology:

Session/Period 1 (Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of the letters f to j

Strategy: Teacher to draw a random letters from f to j on the board and ask the learners which alphabet it is to take an idea about the comprehension stage of the learners. Then, the teacher says the letters one by one and asks students to come and circle the letters written on the board. Afterwards, the teacher asks the learners to observe the shapes, lines and curves used to form the letters.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 2 (Topic): Sensitisation (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners sensitised to the alphabets from f to j

Strategy: Teacher to reiterate the points that emerged from the previous session/gauging. The teacher to use pages 17 to 21 of the main book to formally introduce letters f to j. The teacher to ask the students which alphabet has a sleeping line across a standing line (its f), which letter has standing line with a title (dot) on top and so on. Teacher to sum up the responses from the students and write them on the board to make learners learn to say the name of the alphabets. Afterwards, teacher does tracing activities with the learners.

Session/Period 3 (Topic): Reinforce Learners about Alphabets a to j

Aim: To reinforce, teacher to do page no-22 of the main book with the learners.

Strategy: Teacher to accomplish the tracing work of the main book with the learners. Furthermore, do matching of the pictures with correct letter activity to ensure their correlation of the pictures with that of the letters.

Expected Skills achieved by the learners: Communication and Early Language skills, Cognitive Development, Fine Motor skills

Activities /Project /Integration/Research Work:

Integration:

Art + Craft (using sandpaper)

Teacher to undertake a sandpaper letters activity in the class. Create the letter outlines on sandpaper, cut them out and help children to paste them on square cardboards. Alternatively, put glue on traced outline of the letters on thick paper. Let learners drop sand/sugar/flour or any other material with texture on top of the glue with a spoon. Let the glue dry and remove the extra material on top. The sand paper letters are ready.

The teacher to ask the learners to move their finger on a particular sandpaper letter cut-out blindfolded. The learners have to identify which alphabet it is. By moving their finger through the cut out, the learners to identify the correct letter. The teacher to help the learners move their fingers in the direction of the letter formation only.

(To be further elaborated by the teacher)

Class work:

The teacher to discuss the coloured picture of a jungle filled with animals given on page 23 of the main book with the students to draw a connection.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

As reinforcement, the teacher to ask the learners to write letters from a to j without the help of the dots. This is to make the learners more confident in their writing and showcase their own writing technique.

Revision:

The teacher to revise the tall, fall and small letters. The tall letters are f and h whereas g

and j are fall letters and i is a small letter. The teacher to hold revision session and ask the learners to write any one small letter or any one tall letter in their notebook or it can be a board exercise too.

(letters that are formed starting from top to bottom like b, d, f, h, k, l and t are tall letters; letters that are formed starting from middle of the four-lined pattern like g, j, p, q and y are fall letters; and letters a, c, e, i, m, n, o, r, s, u, v, w, x and z are small letters).

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

Teacher to ask learners to do page-23 (tracing part) of the main book as a homework.

Assessment Means: (Pls add more if need be as per the plan)

Main book, workbook and class participation (sandpaper activity) to be an assessment tool for teacher for letters a to j.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE (Date/Period of execution)			
FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know Letters – k to p	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn small letters from k to p
2. To make the students well-versed in small letter writing (from k to p)

Specific Objectives:

1. To make the students learn the small letters (from k to p), their sounds, and objects with spellings that have these letters.
2. To integrate/use different lines into forming small letters from k to p

Learning Outcomes:

1. Learners begin to read aloud the letters k to p.
2. Learners start forming the letters with the help of the dots by joining them.
3. Learners start identifying alphabets from k to p.
4. Learners start constructing their own letters without tracing the lines.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

1. To explore about different ways in which the learners can understand the letter writing technique

Teaching Aids:

1. Stationery/TL Aids: sand and a tray
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of the letters k to p

Strategy: Teacher to draw random letters from k to p on the board and ask the learners which alphabet it is to take an idea about the comprehension stage of the learners. Then, the teacher says the letters one by one and asks students to come and circle the letters written on the board. Afterwards, the teacher asks the learners to observe the shapes, lines and curves used to form the letters.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 2 (Topic): Sensitisation (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners sensitised to alphabets from k to p

Strategy: Teacher to reiterate the points that emerged from session/gauging. The teacher to use pages 24 to 29 of the main book to formally introduce letters k to p. Teacher to sum up the responses from the students and write them on the board to make learners learn to say the name of the alphabets.

The teacher to write the alphabets from a to p (not in the same order) on the board and ask the students (randomly) to circle the letters k, l, m, n, o and p.

Afterwards, teacher does tracing activity with the learners.

Expected Skills achieved by the learners: Communication, Early Language skills, Fine Motor skills

Session/Period 3 (Topic): Reinforce Learners about Alphabets k to p

Aim: To reinforce, teacher to do page No. 30 of the main book with the learners.

Strategy: Teacher to accomplish the tracing work of the main book with the learners. Further, do reading, tracing and colouring to ensure the correlation of the pictures with the letters.

Expected Skills achieved by the learners: Early Language skills, Cognitive skills, Fine Motor skills

Activities /Project /Integration/Research Work:

Integration:

Art + Craft (sand tray activity)

Teacher to take the class out and use sand activity as experiential learning. The teacher to place some sand in a few trays and ask learners one by one to write a random letter ranging from a to p using their index finger in the trays. Afterwards, the teacher can dictate the letters and ask the students to write them in the sand tray. This activity is to ensure the learners' eye-to-hand coordination, and fine motor development.

(To be further elaborated by the teacher)

Class work:

1. The teacher can assign workbook activities as class work. This includes tracing of the letters, matching the correct letters and other colouring activity to make their learning more fun.
2. The teacher can give the activity on page 31 of the main book as class work, which also integrates Picture Reading and EVS (Animals on land, in water and air).

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents:

Revision:

1. The teacher to revise about the tall, fall and small letters. The tall letters are k, l whereas p is a fall letters and m, n, o are small letters. The teacher to hold revision session and ask the learners to write any one small letter or any one tall letter in their notebook or it could be a board exercise too.

(Letters that are formed starting from top to bottom like b, d, f, h, k, l and t are tall letters; letters that are formed starting from middle of the four-lined pattern like g, j, p, q and y are fall letters; and letters a, c, e, i, m, n, o, r, s, u, v, w, x and z are small letters).

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

Teacher to ask the students to write letters from a to p in their notebook without dots.

This is to practice their handwriting and present their learning in a more confident form.

Assessment Means:

Main book, workbook and fine-motor skill (sand activity) to assess learner's self-evaluation and from teacher's point of view too.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE (Date/Period of execution)			
FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know Letters – q to u	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn small letters from q to u
2. To make the students well-versed in small letter writing (from q to u)

Specific Objectives:

1. To make the students learn the small letters (from q to u), their sounds, and objects with spellings that have these letters
2. To integrate/use different lines into forming small letters from q to u

Learning Outcomes:

1. Learners begin to read aloud the letters q to u.
2. Learners start forming the letters with the help of the dots by joining them.
3. Learners start identifying alphabets from q to u.
4. Learners start constructing their own letters without tracing the lines.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To explore about different ways in which the learners can understand the letter writing technique

Teaching Aids:

1. Stationery/TL Aids: chalk
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media / Video link: <https://youtu.be/PU2hqG02DW8>

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of the letters q to u

Strategy: Teacher to draw random letters from q to u on the board and ask the learners which alphabet it is to take an idea about the comprehension stage of the learners. Then, the teacher says the letters one by one and asks students to come and circle the letters written on the board. Afterwards, the teacher asks the learners to observe the shapes, lines and curves used to form the letters.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 2 (Topic): Sensitisation (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners sensitised to alphabets from q to u

Strategy: Teacher to reiterate the points that emerged from session/gauging. The teacher to use pages 32 to 36 in the main book to formally introduce letters q to u. The teacher to tell the students that the tall letter is t, whereas q is a fall letter and r, s, u are small letters. Teacher to sum up the responses from the students and write them on the board to make learners learn to say the name of the alphabets.

The teacher to write the alphabets from a to u (not in the same order) on the board and ask the students (randomly) to circle the letters q, r, s, t and u. Afterwards, teacher does tracing activities with the learners.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 3 (Topic): Reinforce Learners about Alphabets q to u

Aim: To reinforce, teacher to do page no-38 of the main book with the learners

Strategy: Teacher to use a video link <https://youtu.be/PU2hqG02DW8> to act as a reinforcement to accomplish the tracing work of the main book with the learners.

Expected Skills achieved by the learners: Communication and Early Language skills

Activities /Project /Integration/Research Work:

Integration: Math + Sports (a hopscotch)

Teacher can recite the 'Shapes' poem integrated with letters on page 38 with the students.

Then, teacher to take the class out and use a wet chalk to draw shapes - rectangle, triangle, square, etc. on the floor. The names of the shapes actually starts with the letters that comes in the slot q to u. The teacher to start jumping on the shapes as they come alphabetically like rectangle, square and then triangle. Next, the teacher to ask the learners to jump and so on. The teacher to write only the letters on the floor after this and do the same activity to ensure the learners' active participation and creating a non-monotonous learning. The teacher to simultaneously ask the learners to name a thing that starts with that particular letter and jump on that letter.

(To be further elaborated by the teacher)

Class work:

The teacher can ask students to do free-hand writing, and workbook exercises in the class. The teacher can also encourage students to draw and colour the thing with spelling starting with each of the letters between q to u. Display them in the class on a board, right below the letter itself which will be useful for later revision as well.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

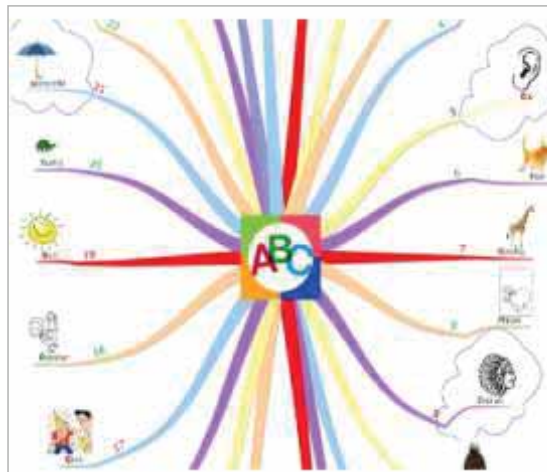
Reinforcement of Contents:

Teacher to ask learners to do page-37 (Trace, complete and write the matching letter for each picture) exercise of the main book as a reinforcement. The learners to tick the correct letter matching each given picture.

Revision:

The teacher to ask the students to make a class mind map from a to u, and add other letters as they learn them over the coming weeks.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.



Homework/ Assignment /Activity back Home:

Teacher to ask the students to do page 38 from the main book that includes tracing the letters from q to u. The teacher to ask the learners to recall the things that are of rectangle, square and triangle shape in their home and share the same in the class the next day.

Assessment Means:

The teacher to ask the students to complete the second page of Ch-5 of workbook in the class. Circle 'p' and underline 'q', to match the letters with pictures which will act as an assessment tool for the teacher to know the learners' coordination between picture and the letter at the same time.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE (Date/Period of execution)			
FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know Letters – v to z	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn small letters from v to z
2. To make the students well-versed in small letter writing (from v to z)

Specific Objectives:

1. To make the students learn the small letters (from v to z), their sounds, and objects with spellings that have these letters
2. To integrate/use different lines into forming small letters from v to z

Learning Outcomes:

1. Learners begin to read aloud the letters v to z.
2. Learners start forming the letters with the help of the dots by joining them.
3. Learners start identifying alphabets from v to z.
4. Learners start constructing their own letters without tracing the lines.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To explore about different ways in which the learners can understand the letter writing technique

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of the letters v to z

Strategy: Teacher to draw random letters from v to z on the board and ask the learners which alphabet it is to take an idea about the comprehension stage of the learners. Then, the teacher says the letters one by one and asks students to come and circle the letters written on the board. Afterwards, the teacher asks the learners to observe the shapes, lines and curves used to form the letters.

Expected Skills achieved by the learners: Communication and Early Language skills

Session/Period 2 (Topic): Sensitisation (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners sensitised to alphabets from v to z

Strategy: Teacher to reiterate the points that emerged from session/gauging. The teacher to use pages 39 to 43 in the main book to formally introduce letters v to z. The teacher to ask the students which letters are tall, small, and fall letters among v, w, x, y and z. Teacher to sum up the responses from the students and write them on the board to make learners learn to say the name of the alphabets.

The teacher to write the alphabets from a to z (not in the same order) on the board and ask the students (randomly) to circle the letters v, w, x, y and z. Afterwards, teacher does tracing activities with the learners.

Activity on page 47 can be given as a recapitulation activity.

Expected Skills achieved by the learners: Communication, Fine-motor skills and Early Language skills

Session/Period 3 (Topic): Reinforce Learners about Alphabets v to z

Aim: To reinforce, teacher to do page no-44 of the main book with the learners

Strategy: Teacher to take the class out on a school tour, ask learners to observe where the washroom is, where vice principal's office is, where xylophone is kept in the play room, where yoga room is, etc. And after coming back to the class room, ask them how many zips are there in their bags. These things or places give them an insight about the letters they have learnt and how they are connected with the school. While on a school tour, keep things labelled with spellings so that the students can observe and point out the new letters which they have learnt.

Expected Skills achieved by the learners: Experiential Learning, Communication and Early Language skills

Activities /Project /Integration/Research Work:

Integration:

Art + Games (a relay race)

1. Teacher to do page no. 61 and 62 with the students where letter revision is integrated with maze game and drawing.
2. The teacher to take the class out on the playground and make 4 teams. Each team to include 4 to 5 players. Each player to run and catch a letter placed on the ground and hand over the letter to his/her teammate. That teammate to run and search for the next alphabet (from many) kept on the ground and hand over that letter to the next one and so on, till the letters kept on the ground are finished (maximum 4 letters for each team). The team that collects four letters in correct sequence first will win the game.

(To be further elaborated by the teacher)

Class work:

The teacher to do the school tour activity as a class work which is to include discussion of the tour and question and answers of the students arising out of it after coming back to the class room. The learners to name the other things that they observe during the school tour that start with other letters. The teacher to appreciate the same even if the observations are not related with letters from v to z.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Teacher to ask learners to write letters from a to z in their notebook without dots. All the students to write in the same manner however some may find it difficult to write. The teacher to help them in making dots for some letters difficult for them to write on their own.

Revision:

The teacher to ask the students to complete the Ch-7 (2nd page) of workbook which includes missing letters from a to z This exercise will help increase the writing skills of learners by the process of writing 5 letters in a break to writing letters a to z in one go.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

Teacher to ask the students to do page 45 of the main book.

The teacher to ask the students to do chapter 6 and Chapter 7 (only page 1) of the workbook in the class.

Furthermore, teacher to ask students to do page 46 of the main book to revise letters a to z.

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I can Write – Letters I Know My Letters	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students recognise letters
2. To make the student relate the letter and its sound to various names of objects
3. To make the students associate the written letter symbol with its name and its sound

Specific Objectives:

1. To make the students recognise the name of a letter and its sound so that it helps them in blending at a later stage
2. To make the students recognise a letter by its written symbol and sound

Learning Outcomes:

1. Learners begin to identify the letter by its name.
2. Learners start to identify the letter by its sound.
3. Learners start to identify the letter by its written symbol.
4. Learners start tracing/writing the letter.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

Teacher to see if the students recall the capital letter formations whenever a letter is spoken out

Teaching Aids:

1. Stationery/TL Aids: flash cards of pictures related to the letter being introduced, flashcard of the small letter along with capital letter, sand tray, sandpaper letters, unbound sheet for free-hand drawing
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: Workbook
4. Multi media /Video link: 'Letters' Song

Methodology:

Session/Period 1(Topic): Revision (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior knowledge of letters

Strategy: Let children hear 'Letters' song, and display all the capital letters. Revise the letters with the student and ask them for things with names that has the letter in its spelling.

Expected Skills achieved by the learners: Early Language skills

Session/Period 2 (Topic): Introduction (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners know a letter and everything related to it like its name, sound, its written symbol and the things with names that have the letter

Strategy: Teacher to use the small story on each letter introduction page given in the main book (It can be used as it is or enhanced), along with flashcards for the letter related vocabulary in the story, to introduce each letter. Teacher can use whatever storytelling technique he or she is comfortable with. Teacher to put special stress on the sound of the letter while saying the letter-related vocabulary in the story.

For example, on page 26, introduction of letter 'm' is given along with a short story related to **Sense of Taste**:

"I ate /m/angoes, /m/elons,
/m/ulberries and /m/uffins.

They were so sweet.

What do /m/ushrooms,
/m/acaroni, /m/ustard
and /m/int taste like?"

Name of the letter – m - Sound of the letter – / m / - <mm>

Name of the letter – b - <bee> Sound of the letter – / b / - <buh>

Name of the letter – g - <ji> Sound of the letter – / g / - <guh>

(Similarly, every letter has a little story ending in an inquiry, along with the letter introduction itself which the teacher can use. For example, on page 13, introduction of 'd' is related to Socio-emotional Skill {kindness and helpfulness} and helping animals; Page 19 introduces 'h' with a short story filled with vocabulary and a Critical Thinking question and activity; Page 25 introduces 'l' and the concept of light, where we get light from, why is light important, etc. along with other 'l' related vocabulary; Page number 27 introduces 'n' with vocabulary like number, nine, notebook, etc. Teacher can also include the word 'nothing' = 0 in the concept.)

After that, teacher can ask students for more vocabulary they know of which has the sound of the letter being introduced. Later, showcase the small letter in its written form along with the capital letter, so as to create an association in their mind. Give them unbound sheets to draw things with names that has the letter. Do a Cut and Paste activity where all their drawings are cut from outline and pasted below the introduced letter on a chart paper, which can be put on the wall for revision.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills, Art Integration

Session/Period 3 (Topic): Tracing/Writing the Introduced Letter

Aim: To make learners understand the formation of the letter along with tracing/writing practice

Strategy: Teacher to revise the letter, its sound and the object related to it. Afterwards, explain how the letter is formed.

For example,

- small I – a straight standing line drawn downwards
- small d – a standing line drawn downwards on a straight path, then go halfway back up on the path and draw a curved belly downwards
- small n – draw a small standing line going down a path, then walk back up on the path till it almost reaches the starting point; change the path towards the right side in a curve and then go downwards again

Give tracing practice to students with sandpaper letter tracing or sand tray letter tracing, air tracing, drawing with crayon, etc. If required, give sheets to students to practice free-hand drawing as many times as they want. Invite them to come and write it on the board to show to other students and praise them for it. Provide practice in English lines afterwards with tracing dots. Let the students write them in lined worksheet page or notebook without the tracing dots. Provide continued practice along with sound revision and recognition activity, activity where students are drawing and colouring objects related to the letter, etc.

Expected Skills achieved by the learners: Early Language skills, Fine-motor skills

Activities /Project /Integration/Research Work:

Integration: Music - Teacher can recite a rhyme or play a rhyme related to the letter being introduced.

Teacher can use the phonic letter rhymes in Skillment English FS1. For example,

b – b for bat, b for boot, the banana I ate and my body too.

c – Cats, cakes, cookies and corn. I will colour them all, with my crayon!

i – my bottle of ink, it's so pink. Oh! the icky insect, it's in the sink.

And so on.

(To be further elaborated by the teacher)

Class work:

The teacher can ask the students to find things in the class/school with the names that has the introduced letter.

Reinforcement of Contents:

Revision: Give students a worksheet with letter outline and ask them to colour inside the boundaries. Tell them to draw objects related to the letter around it.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/Assignment /Activity back Home:

Give them a worksheet mixed with one letter tracing/colouring activity, writing with dots and without it, ticking the correct objects related to the letter, and one section where they can draw other things related to the letter.

Provide a list of object pictures with the spelling and ask the students to point at the spelling and say the name of the object with the correct pronunciation.

Activities and Worksheets

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I can do It, Where is It?, What do You See?, Tricky Words	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn sight words
2. To make the students read sight words

Specific Objectives:

1. To make the students learn sight words while understanding their meaning and usage
2. To make the students read the words on sight as a whole

Learning Outcomes:

- Learners begin to say the sight words aloud.
- Learners start reading the words on sight when they see them displayed.
- Learners start identifying the sight words in sentences.
- Learners start using the sight words in everyday language.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To explore about different ways in which the learners can understand the existence and usage of sight words

Teaching Aids:

1. Stationery/TL Aids: sight word cutouts, sentence cards with highlighted sight words
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media /Video link:

Methodology:

Session/Period 1 (Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior understanding of sight words

Strategy: Teacher to showcase cutout of sight words given on pages. 48, 49, 50 and 57, 58.

Teacher will ask the students if they know any of these sight words one by one. Teacher to showcase the words being used in sentences or the storybook available in the class which the students are familiar with and tell them that they will see these words around them frequently. Teacher can make a habit of pointing at any sight word the students see, and get them in the habit of pointing at these words written on boards, displays, in storybooks, and even outside the school while they are with their parents. Send a list of sight words to the parents also to keep them engaged in this activity. Get the students familiar with these words before formal introduction.

Teacher to display the cutouts on chart paper (pasted as flowers or leaves on branches of a plant in a pot) and point at them while saying them before finishing daily circle time activity in the morning/or before English session.

Expected Skills achieved by the learners: Early Language skills

Session/Period 2 (Topic): Introduction to Sight Words (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners know and understand the use of sight words

For example, tell children what all they can do, such as, "I can jump.", "I can read.", etc. Ask them what all they can do, and let them answer one by one. Similarly, tell the children what all you like to do, and then ask them what they like to do as well. Moreover, place things all over the room, such as a ball under the desk, a pen in a box and a toy on a table.

Tell the children while pointing, "The ball is under the desk.", "The pen is in a box.", "The toy is on the table." Later, do an activity where you place even more things all around the class, and ask the children to find them, and tell the whole class where they have found them. Encourage them to use a whole sentence to say it, and help them in saying it. Similarly, keep introducing other sight words while also showing how they look in their written form. Let the children do logo graphic reading of the sight words where they look at a whole word as a picture.

Expected Skills achieved by the learners: Communication, Early language skills

Session/Period 3 (Topic): Reinforce the Sight Words

Aim: To make learners recognise and use sight words

Strategy: Teacher to write some sight words on the board, call the students near it and ask them to encircle the said sight word. Constant exposure to content where sight words are highlighted will help too. The aim is not to make students read, but just get print exposure to the existence of sight words amongst written content. Show simple sentences with picture clues to the students. Point at each word in the sentence while reading it. Students are not required to read if they are reluctant. This ought to be done just for subconscious preparation for reading in future. Teacher to encourage the students to include the sight words in daily communication by prompting them at random times.

Expected Skills achieved by the learners: Early language skills, Fine Motor skills

Activities /Project /Integration/Research Work:

Integration: Art and craft (tearing and pasting): Give students outlines of various sight words. Also provide origami sheets of many colours for the students to tear and paste inside the outline of sight words. Display the sight words in the class.

(To be further elaborated by the teacher)

Class work:

The teacher can assign page 22 of workbook as class work.

Reinforcement of Contents:

Revision:

The teacher can use page no. 59 in the main book as revision after the introduction of all sight words.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

Teacher can ask the students to be on a lookout for the sight words at home, and outside too. Tell them to remember where they saw them. Discuss it during circle time activity.

Assessment Means:

Main book, workbook and fine-motor skill activity to assess the students' learning (To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Know – Sound of Vowels	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn sounds of vowels a, e, i, o, u
2. To make the students read and recognise vowels

Specific Objectives:

1. To make the students learn vowels and their sounds while understanding their usage
2. To make the students recognise the vowels when they see them in written form and pronounce them correctly

Learning Outcomes:

- Learners begin to say the vowels.
- Learners start reading the vowels.
- Learners start identifying vowels in words.
- Learners start finding and saying more words with the vowel sounds.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To explore how students grasp the vowels and use them for saying words that contain vowel sounds

Teaching Aids:

1. Stationery/TL Aids: pictures of objects and words that begin with each vowel sound or contain a vowel sound, flash cards with the vowel letters written on them, chart paper and markers
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook

Methodology:

Session/Period 1 (Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior knowledge of vowels

Strategy: Teacher to showcase pictures of objects and words that begin with each vowel sound or contain a vowel sound.

Teacher will ask the students if they know any of these objects, and then make them say the names one by one. Put stress on the pronunciation of the vowels. Teacher to showcase the words being said and point at the spelling, putting stress on the vowel and its associated letter. Teacher will ask the students more words that contain the sound of a, e, i, o, and u.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Session/Period 2 (Topic): Introduction to Sight Words (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners identify vowels

Strategy: Teacher to make the students practise pages 51, 52, 53, 54 and 55 and tell them to trace the vowels to complete the words. Teacher can discuss each picture and word, stressing upon the variation in sounds of each vowel when the spellings are said. Teacher to show the students all the flashcards with the vowels (a, e, i, o, u) on them and teach

them their sounds individually. Teacher can showcase more pictures that have spellings containing these vowel sounds. The teacher will ask the students which particular vowel they can hear when the word is said.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Session/Period 3 (Topic): Reinforce the Vowels

Aim: To make learners identify vowels in words

Strategy: Teacher can write some three letter words with vowels on the board and read them out with the students. Afterwards, the teacher can ask the students to come one by one and circle the vowels on the board in each word. They have to find the vowel in the spelling on the words and circle them.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Activities /Project /Integration/Research Work:

Integration: Art + Collaboration - On a chart paper, draw four lines to make five columns and put a, e, i, o, and u on top of it. Divide the class into five groups and assign each of them a vowel. Put small cutouts of various pictures that have spellings containing the sound of the vowels in the middle of an activity, and let all the groups sit around it. Tell them to divide the pictures based on the vowels given to them. Each member of the group has to find one picture with the vowel sound given to them. One by one, they have to paste it below the vowel on the chart. When the chart is filled with pictures below each vowel, it can be displayed in the class for later revision.

(To be further elaborated by the teacher)

Class Work:

The teacher can assign page 23 of workbook as class work.

Reinforcement of Contents:

Revision:

The teacher can do revision of vowel sounds everyday during circle time by saying 5 words with the vowels and asking the students to identify them. Give different students the chance to answer on each day.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher can give vowel writing for practice, and give five sheets for each vowel where the students can find out more words containing the vowel sound and write them down in each vowel sheet. Encourage them to draw the picture of the objects as well.

Assessment Means:

Workbook and Daily Reinforcement Activity

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school conducted

LESSON PLAN

ENGLISH FS-2

DATE (Date/Period of execution)			
FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I can Write – Words	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn how to write
2. To make the students understand how to write words

Specific Objectives:

1. To make the students learn how to write using letters they know with the help of segmenting
2. To make the students write words independently

Learning Outcomes:

- Learners begin to identify the sounds of the letters in a word.
- Learners start to write down the letters of the sounds they segment while hearing a word.
- Learners start writing words as they see them.
- Learners start writing independently.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

Understand how after blending sounds and reading words, children can hear words and segment the sounds used to say them, which helps them in spelling out the words and writing them down, and hence becoming independent writers.

Teaching Aids:

1. Stationery/TL Aids: flash cards of CVC/VCC words with pictures, letter cards, extra vowel cards, picture cards of objects that have spellings of three letter CVC/VCC words, word cards
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: Workbook
4. Multi media /Video link:

Methodology:

Session/Period 1(Topic): Introduction of the Chapter/Theme (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To gauge learners' prior writing skills

Strategy: Teacher to showcase all the letters, and ask children what types of lines and curves are used in making each of them. Do a revision of writing letters and revise their sounds too. Showcase pictures of objects with their spellings. Ask children to practice writing the words. Give "Look and Write" worksheet to children along with pictures for each word.

Expected Skills achieved by the learners: Early Language skills, Phonological Awareness, Fine-motor skills

Session/Period 2 (Topic): Three Letter (CVC/VCC) Words (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To make learners understand how to spell words with sounds of the letters

Strategy: Ask children if they want to write the spelling of words by themselves instead of looking and writing. Ask a few three letter words from the students. Say each sound loudly while you write it down on the board to spell those words. Practice with more words along with letter cards. Students can use the letter cards to spell out the words being said. Keep encouraging students to listen to words carefully and find out the three

sounds it is made up of.

Example: (picture of bat) - bat - /b/ + /a/ + /t/
buh aeah tuh

Keep practicing segmenting till children get in the habit of looking for the three sounds forming a word. Tell the students to give each other three letters words to segment, and help each other in finding the sounds in a word.

Additionally, draw three continuous circle on the floor, and say a word. A student who has figured out the three sounds it is made up of has to get up. He or she says the sound while they jump in each circle. Ask another child to come and write down the letter of the sounds said by the student on the board. Three students can also take turns to write down one letter each. Then ask another child to spell the three letters together to say the word, and then ask if it is the same word which had been segmented.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Session/Period 3 (Topic): Reinforcement

Aim: To make learners write the words they hear

Strategy: Teacher can do a dictation activity with the letter cards and let students spell the words they hear using letter cards. Next, give each child a sheet and ask them to write down 5 words you will say. Tell the students to help each other in segmenting and figuring out the three sounds and their corresponding letters forming the words.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills, Fine-motor skills

Activities /Project /Integration/Research Work:

Integration: Gamification- Use the CVC/VCC picture cards to do a group spelling competition. Divide class in groups. Show cards to the class and tell them to write down the spelling of the name of the given objects in a sheet. Give a few unfamiliar words and let children guess and help their teammates to spell the words.

(To be further elaborated by the teacher)

Class work:

The teacher can do page 56 with the students in the class.

Reinforcement of Contents:

Revision:

Give students the opportunity to practice segmenting words to make out the sounds. Go from familiar to unfamiliar three letter words. Use flashcards, real objects, picture of objects and letter cards to keep doing activities where children can do segmenting. After segmenting, give writing worksheets to the students every week.

Note:- Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

The teacher should make students do page 20 in the workbook.

Assessment Means:

Segmenting, Dictation Activity and Spelling Games

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

ENGLISH FS-2

DATE

(Date/Period of execution)

FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I can Read	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students learn how to read
2. To make the students understand different ways of reading

Specific Objectives:

1. To make the students learn how to read using letters, sounds, picture clues, etc.
2. To make the students recognise the vowels when they see them in written form and pronounce them correctly

Learning Outcomes:

- Learners begin to read the letters along with their correct sound.
- Learners start trying to blend the sounds of three letters in CVC or VCC form.
- Learners start reading words with the help of sounds.
- Learners start reading words with the help of vowels, sight words and picture clues.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To explore how blending of phonetically correct sounds of letters help young children in reading independently

Teaching Aids:

1. Stationery/TL Aids: flash cards of CVC/VCC words with pictures, letter cards, extra vowel cards, picture cards of objects that have spellings of three letter CVC/VCC words
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: workbook
4. Multi media /Video link:

Methodology:

Session/Period 1(Topic): Introduction of the chapter/theme (Session can be extended into multiple days according to the grasping level of the students.)

Aim: To gauge learners' prior print awareness

Strategy: Teacher to showcase all the letters, ask their names and the sound they make. Revise the sounds of the letters thoroughly with the students.

Expected Skills achieved by the learners: Early Language skills, Phonetic Awareness

Session/Period 2 (Topic): Three Letter (CVC/VCC) Words (Session can be extended into multiple days according to the grasping level of the students.)

Aim: To make learners read three letter words

Strategy: Demonstrate blending by breaking down words into individual sounds (phonemes) and then blending them together to form the complete word. Showcase the word with its matching picture to the students. Use examples that are familiar to them, such as simple CVC (consonant-vowel-consonant) words like "cat" or "pet". Give the students a chance to blend the sounds of three letters to make a word and match it with the correct corresponding object.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Session/Period 3 (Topic): Reinforcement

Aim: To make learners read three letter words, along with sight words with the help of picture clues

Strategy: Teacher to do page no. 60 with the students. Similar sheets with three letter words supported by pictures and simple sentences with sight words, picture clues and three letter words can be given to the students for guided and shared reading practice till they become confident in their pronunciation and independent reading skills.

Expected Skills achieved by the learners: Early Language skills, Phonological and Phonemic Awareness, Cognitive skills

Activities /Project /Integration/Research Work:

Integration: Gamification - Use the CVC/VCC picture cards, letter cards and extra vowel cards to make a game where you whisper a word to a student, who has to find the picture of that object, and then another student looks at the picture and spells the word using three letters.

Class work:

The teacher can assign page 21 of the workbook as class work.

(To be further elaborated by the teacher)

Reinforcement of Contents:

Revision:

Give students the opportunity to practice blending of sounds to form words. Go from familiar to unfamiliar three letter words. Use flashcards, real objects, picture of objects and letter cards to keep doing activities where children can learn to do blending.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

Provide students with independent reading material that incorporate words that can be blended using the sounds that have been taught, sight words and picture clues. Give bi-weekly reading sheets and slowly move them towards reading even unfamiliar words. Give them assignments where they have to look for objects that contain a specific sound.

Assessment Means:

Workbook, worksheets and daily reinforcement activity.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

ENGLISH FS-2

DATE (Date/Period of execution)			
FS 2 (LKG)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____ students
Subject	English	Duration of Period	_____ minutes
THEME/ CONTENT/ CHAPTER	I Use These Words	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objectives:

1. To make the students study pictures
2. To make students observe pictures in order to name objects

Specific Objectives:

1. To make the students observe various aspects of the world in pictures
2. To make students use pictures as a clue to name things and attempt to read and understand things

Learning Outcomes:

1. Learners begin to study pictures that they see from various angles.
2. Learners start to name things they see in pictures.
3. Learners start to find meaning in the pictures they see.
4. Learners start to read and understand with the help of pictures.

Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session:

To check if students are prompted to name simple things when they look at pictures, familiar or otherwise.

Teaching Aids:

1. Stationery/TL Aids: picture cards, scenery, posters, etc.
2. Printed Material/Books: Skillment English FS-2
3. Worksheets/Workbook: Worksheets
4. Multi media /Video link:

Methodology:

Session/Period 1(Topic): Revision

Aim: To gauge learners' reaction while looking at simple object pictures

Strategy: Teacher to use page no. 63 and ask children to study all the pictures given on it, while looking at the text below each picture. Tell them to guess what there is in each picture. Afterwards, tell them about the pictures they could guess. Go through all the pictures, and revise the words with them while pointing at each of the picture and the object.

Expected Skills achieved by the learners: Early Language and Literacy skills, Visual-spatial skills

Session/Period 2 (Topic): Introduction

Aim: Studying picture poster

Strategy: Teacher to start by showing the 'pictures on page 7' of the main book, based on Sustainable Development Goal 14 - 'Life Below Water'

English – Ask what all they see in the pictures, and to name those things. Prompt them to wonder as to what is going on in the pictures and ask them to describe what they feel the pictures are about. Ask them how they feel about the pictures, and why the fish is asking for help.

EVS – Ask them what the pictures are about. Tell them to guess where the fish is. Inform, them regarding pollution and lack of hygiene, and why it is important to keep one's house clean. Connect it to how the water bodies are home to fish and many other

water species, and how they need their homes to stay clean so that they can live and stay healthy too. Ask the students to guess how the homes of aquatic animals can stay clean, and what they as humans can do to help.

Math – Ask them how many fish they see on the page. Tell them to count the number of bottles and the number of plants which they can see on the page.

Art – Ask the students to observe various types of colours which they notice in the pictures. Give a worksheet with outline of a happy fish for the students to colour.

Expected Skills achieved by the learners: Early Language and Literacy skills, Subject Integration, Visual-spatial skills, Cognitive skills, Art Integration, Communication skills

Session/Period 3 (Topic): Reinforcement with Reading

Aim: To study scene while also attempting to read simple text

Strategy: Repeat the last session with a new scene. Along with the scene, present simple sentences with sight words, and three-letter words, and object picture clues related to the scene which students can attempt to read after a guided and shared reading session.

Expected Skills achieved by the learners: Early Language and Literacy skills, Subject Integration, Cognitive skills, Communication skills

Activities /Project /Integration/Research Work:

EVS – Show a video of various water bodies to the students, along with various life-forms found in them.

(To be further elaborated by the teacher)

Class work:

The teacher can showcase another scene to the students and let them discuss it amongst themselves without any interference.

Reinforcement of Contents:

Revision: Give students picture cards or picture sheets which they can study, and then hold discussions about them. Go from one subject to another so that the students can share various observations under each of the subjects, and learn how to differentiate thoughts based on topic being covered.

Note: - Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/Assignment /Activity back Home:

Give picture worksheets to students to study in spare time (encourage parents to engage in this activity and prompt them with inquiries regarding various subjects which can be found in the chapter). Also, ask children to draw scenery from their immediate environment, and add relevant details by studying their environment from various angles. Also give simple sentences with sight words and picture clues for reading practice as well.

Assessment Means:

Scenery Reading and Studying, Worksheets

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity.)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments.)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school conducted