

Based on NCF 2022
for Foundational
Stage and NIPUN
BHARAT 2021



Skillment



ENGLISH

A Multi-skill Activity Book on English

FS-3

UKG



Lesson Plan

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Revision of Previous Level	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

To make the students revise the letters learned in previous levels

Specific Objectives:

To make students revise the letters – their names, sounds, written symbol and objects with spellings related to them

Learning Outcomes:

1. Students begin to consolidate letters.
2. Students start to recall letters in both the small and capital form.
3. Students start to differentiate between the name and phonic sound of the letter.
4. Students start to write both small and capital letters independently.

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

Teacher to find out the students' level of knowledge and understanding of letters from the class teacher of the previous year.

Teaching Aids:

1. Stationery/TL Aids: Letter flash cards
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multi media /Video link: Letter 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 students' prior knowledge of letters

Strategy: Let children hear a letter song, and display all the small and capital letters with flash cards. Prompt them to read the letters and name a few objects with spellings that have the letters being displayed. Use page 8 of the main book to engage the students more, and let them read the whole page and name the pictures given for each letter.

Expected Skills achieved by the students: Early Language skills, Cognitive skills

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

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


Teacher to guide students to do the activities on page number 9, 10, 11, 12 and 13 of the main book which will help in the revision of letters. Teacher to encourage students to do the tracing sections of the letters, and writing practice without dots below the traced letters.

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

Session/Period 3 (Topic): Sounds of the Letters

Aim: To make students revise the names and the sounds of each letter

Strategy: Teacher to showcase the letters from Aa to Zz on page 8, the name of the letter and then ask the students if they know the sounds.

Aa  “What is the name of this letter?” : “It is A(Aye).” - “What is the sound of this letter?” : “It is a(ayh) as in bat(buh-ayh-tuh).”

And so on.

Expected Skills achieved by the students: Early Language skills, Phonological Awareness

Activities /Project /Integration/Research Work:

Activity: Teacher to help students in creating displays of letters (Aa to Zz) on chart paper along with pictures which will be put on the wall for revision purpose. Use cutouts and stickers of letter symbols and object pictures and ask them to paste them on a chart paper in the proper sequence.

(To be further elaborated by the teacher)

Class Work:

Teacher can ask the students to trace the letters in a sequence as given on pages 14 and 15 of the main book.

Reinforcement of Contents:

Revision: Show a list of three letter CVC/VCC words and ask students to name the letters they see and the sounds they make. Use pages 1 to 11 in the workbook for reinforcement practice.

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

Homework/Assignment /Activity back Home:

Writing practice of small and capital letters can be given in notebooks or worksheets.

Assessment Means:

Activities and Worksheets

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

Specific Observations:

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

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

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

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Long and Short Vowels	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students learn short and long vowel sounds
2. To make the students recognise vowels by symbol and sound

Specific Objectives:

1. To make the students learn the name (long sound) and phonic sound (short sound) of vowels a, e, I, o, u
2. To use vowel sounds for reading CVC/VCC words

Learning Outcomes:

1. Students begin to say the vowels.
2. Students start identifying vowels in words.
3. Students start finding and saying more words with the vowel sounds.

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

Explore how students grasp the different vowel sounds and use them for speaking, reading and writing.

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Skillment English FS-3
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 students' prior knowledge of vowels and their sounds

Strategy: Teacher to do pages 12, 13 and 14 of workbook to recapitulate the previous knowledge of vowels before explaining long and short vowels. Teacher to show pictures of objects and words that begin with each vowel sound or contain a short vowel sound. Teacher to repeat the same with long vowel sound. Showcase a few examples with pictures and spellings such as – Meal; Melt-Tube: Tub-Coat; Cot

Point at the vowel and say the name, then bring attention to the way they are pronounced differently in each word.

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

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

Aim: To make students identify the type of vowel sound

Strategy: Teacher to do pages 16, 17, 18, 19 and 20 of main book with the students and help them learn how to differentiate between the two sounds of each vowel. The teacher can tell the students that the name of the letter is known as long sound, and the phonic sound of the letter is known as short sound.

Long sound - A(ai) – Plate

Short sound - a(ayh) – Pat

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

Session/Period 3 (Topic): Recapitulation

Aim: To make students identify long and short vowels in words

Strategy: The teacher can display picture with spellings containing long and short vowel sounds, and ask the students to name them. Afterwards, the teacher can ask the students again which is the vowel sound that they can hear.

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

Activities /Project /Integration/Research Work:

Integration: Game – Make the students sit in a circle and tell them to say a short or a long vowel sound (the sounds can be repeated too). When one student says a sound, the one beside her or him has to say a word with the sound. Then, they have to say another sound so that the next students can repeat the process and so on till the circle is complete.

(To be further elaborated by the teacher)

Reinforcement of Contents:

Revision:

The teacher can do revision of long and short vowel sounds everyday during circle time or before English period by saying 10 words with the vowel sounds 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 students in the class. Teacher can also suggest the students to inquire further.

Homework/Assignment/Activity back Home:

- The teacher can give a “Catch the Vowel” worksheet with Long Vowels and Short Vowels written on the top and a division of line between both. Make it a week-long individual activity for home where students can draw and/or write the words with short/long vowel sounds which they hear in their immediate environment or an object which they see that has a spelling with a short or long vowel sound.

Assessment Means:

Workbook, Daily Reinforcement Activity

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

Specific Observations:

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

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

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

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – One and Many	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of one and many
2. To make the students apply the concept practically

Specific Objectives:

1. To make the students understand the difference between one and many, and what they exactly denote in a language
2. To make the use the concept of one and many in their communication in real life

Learning Outcomes:

1. Students begin to see things in singular and plural terms.
2. Students start understanding 'one' and 'many' as concept and in vocabulary.
3. Students start differentiating between one and many.
4. Students start applying the concept of one and many in real life.

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

Understand how students convey their understanding of 'one' and 'more than one', and if they have trouble differentiating between singular and plural.

Teaching Aids:

1. Stationery/TL Aids: quantity of 10 for various objects easily available like crayons, pencils, etc. and picture cards of objects (in singular and plural quantity)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia /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 students' prior understanding of one and many

Strategy: Teacher to show real objects, and introduce the concept of 'One' and 'Many'. Teacher to pick up a pencil and ask the students, "What is this?". It is a pencil, and it is only one in number. So it is one pencil.

Pick up a group of beads or marbles to ask the students, "What are these?". Observe how the students answer and if they use the word 'many' while answering.

Show the students a single pencil. Tell them to hold their own pencil and raise the same hand. Say 'I have one pencil' and ask the students to repeat it. Now, tell students to stand in groups of five. Tell them to give their pencils to one student in the group to hold. Now the teacher shows five pencils in her own hand. The teacher says 'I have many pencils'. The teacher asks each student to repeat it while holding all the pencils that belong to his or her group, then to pass the pencils around so that other students in the group can also repeat the same after the teacher.

Expected Skills achieved by the students: Early Language skills, Cognitive skills

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

Aim: To make students know and understand the use of one and many

Strategy: Teacher to use page no. 21 of the main book to formally introduce the topic of One and Many.

Explain the rule of putting 's' after a singular noun to make it a plural one.

- One Pencil Many Pencils
- One Bead Many Beads

Expected Skills achieved by the students: Early Language skills, Communication skills, Cognitive skills

Session/Period 3 (Topic): Reinforce One and Many

Aim: To make students use one/many with singular/plural forms of nouns

Strategy: Teacher to write singular and plural words on the board in a row, and ask each student what out of 'one' and 'many' will come before the words.

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

Activities /Project /Integration/Research Work:

Integration: Game – Tell the students to search for and collect singular words which have been already hidden around inside the classroom as part of a Scavenger Hunt, and then ask them to make the plural form of each word by finding the letter 's' cards hidden around the class. Keep the 's' cards lesser than the singular words so that some students cannot turn their words in plural form. Tell the students to arrange all the words either in their singular or plural form on the ground or mat. Now take out two boxes, one filled with 'one' cards and the other filled with 'many' cards. Based on the word, and if the student was able to be converted it into its plural form or not by finding the 's' card, ask them to choose 'one' or 'many' card to place it before each word. Revise all the 'one _____' and 'many _____' phrases, read them all with the students and conclude.

(To be further elaborated by the teacher)

Class Work:

The teacher can assign page 22 of main book as class work.

Reinforcement of Contents:

Revision: The teacher can provide sets of objects (such as buttons, blocks, etc.).

The teacher to pick up an object (here, a bead) and say, for example, ‘I have one bead. Can you give me many beads?’ The students will collect multiple beads, and give them to the teacher so that she can have many beads. Do it in reverse, for example, where teachers asks, “I have many blocks. Can you make it only one block?” The students proceed to move away the blocks from the teacher till she has only one left. The teacher could then lead a discussion about the difference between one and many. Additionally, the teacher could also use visual aids such as pictures and flash cards to help students revise the concept.

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

Homework/Assignment/Activity back Home:

The teacher can give page 24 of the workbook as homework.

Assessment Means:

Workbook, Activities and Worksheets

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – a/an	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of a/an
2. To make the students apply a/an in daily usage

Specific Objectives:

1. To make the students learn where to use a/an
2. To make the students use 'a' and 'an' to talk about things, and use them in their communication on a daily basis

Learning Outcomes:

1. Students begin to understand the concept of 'a' and 'an'.
2. Students start identifying 'a' and 'an' in verbal and written form.
3. Students start using 'a' and 'an' in daily communication.

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

Observe the class to see if some students are already using a/an in their daily communication. Start saying and pointing at things, while using 'a' and 'an' in your sentences in front of the students to see if they catch up and do the same.

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia /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 observe the prior knowledge of children regarding a/an

Strategy: Teacher to showcase a group of objects to the students kept in a basket labelled as 'a' and another basket with objects which is labelled as 'an'. The teacher takes out each object like ball, doll, pen, etc. while saying "a ball, a pen, a doll, ..." and so on. Then, the teacher does the same with the other basket where objects like orange, eraser, apple, etc. are placed. The teacher takes them out while saying "an orange, an eraser, an apple," etc.

Now, the teacher shall place all the objects together and prompt students to say the name correctly while using 'a' or 'an'.

Later, the teacher will write down the names on the board, while placing 'a' or 'an' before them. Teacher to read it while pointing at the words.

Expected Skills achieved by the Students: Early Language skills

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

Aim: To make students understand the use of a/an

Strategy: Teacher to do page no. 23 along with a and an flash cards to make students understand the usage of 'a' and 'an' as shown in different types of sentences, and tell them how 'an' is used before words that start with a, e, i, o, u, and 'a' is used before the words that start with the rest of the letters. So, if they see a word which does not start with a, e, i, o, or u then they have to use 'a' before it. If it starts with any of the five vowels, then they have to use 'an' before it.

Show more sentences to the students in a sheet or on the board, and ask them to encircle 'a' or 'an'. Point at objects and say whole sentences such as "It is a", "It is an". Encourage students to point at objects or think of objects and make up sentences with the same type of structure.

Expected Skills achieved by the Students: Early Language skills, Cognitive skills

Activities /Project /Integration/Research Work:

Integration: Go for a school walk or a nature walk with the students and tell them to look around and point at the things which they see like – an ant, a bird, an orange flower, a leaf, an apron, etc. (To be further elaborated by the teacher)

Class Work:

The teacher can assign page 24 of the main book as class work.

Reinforcement of Contents:

Revision:

Do practice with the students by using real life objects and prompt them to use a/an in their daily life communication by encouraging the usage in simple sentences.

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

Homework/Assignment/Activity back Home:

Teacher can give page 27 of the workbook to the students for homework.

Assessment Means:

Workbook, Worksheets and Daily Reinforcement Activity

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

Specific Observations:

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

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

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

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 This , I Know That	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objective:

1. To make the students understand the concept of This and That/These and Those
2. To make the students understand the usage of This and That/These and Those

Specific Objective:

1. To make the students understand the difference between This and That/These and Those
2. To make the students use This and That/These and Those in their daily communication

Learning Outcomes:

1. Students begin to identify This and That/These and Those.
2. Students start to differentiate between This and That/These and Those.
3. Students start recognising This and That/These and Those in written form.
4. Students start using This and That/These and Those when they speak.

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

See how students discuss nouns. For a week, before formal introduction, use This and That/These and Those in front of them by pointing at things in the class and in the school. Observe if the students start doing the same on a subconscious level.

Teaching Aids:

1. Stationery/TL Aids: This and That flash cards, picture card depiction of (singular and plural) objects kept nearby or faraway from something
2. Printed Material/Books: Skillment English FS-3
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 introduce This and That

Strategy: Teacher to show a few things kept nearby and faraway, as she or he points them one by one, while saying, "This/That is a" ."

Teacher to do the same with the students by asking them to point and say, "This/That is a" ."

Now, show groups of things nearby and faraway, and use "These/Those are" ." Then, make the students follow along.

Point out the difference and relate to the concept of One/Many used before, and how This/That is used for singular things, and These/Those are used for plural (many) things.

Expected Skills achieved by the students: Early Language skills

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

Aim: To introduce written form of This/That and These/Those, as well as their usage

Strategy: Use page 25 of main book to introduce This/That and These/Those to the students.

Expected Skills achieved by the students: Early Language skills

Activities /Project /Integration/Research Work:

Integration: Gamification – 1Use This/That/These/Those cards to play memory game. Shuffle and hide one. The students have to name the missing word.

(To be further elaborated by the teacher)

Class Work:

The teacher to do page 25 of workbook with the students in the class.

Reinforcement of Contents:

Revision: Show real objects to prompt students so that they keep using this and that/these and those. Ask them to create more such sentences by drawing things they see around them and tagging them by writing “This/That is” or “These/Those are”

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

Homework/Assignment/Activity back Home:

The teacher can give page 26 of the workbook as homework.

Assessment Means:

Segmenting, Dictation Activity and Spelling Games

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 Them All	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of pronouns
2. To enhance their communication and writing skills as using pronouns will make their sentences clearer

Specific Objectives:

1. To help the students refer to a person, place or thing using pronouns
2. To avoid repetitive use of nouns by using pronouns in their place

Learning Outcomes:

1. Students begin to refer to persons, things, places and ideas using pronouns.
2. Students are able to differentiate between nouns and pronouns.
3. Students are able to read and write (without tracing) pronouns.
4. Students are able to identify pronouns.

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

1. Teachers need to check students' level of knowledge about nouns. You can make the students revise nouns before starting pronouns.
2. Teachers need to check how the students use pronouns in daily conversation.

Teaching Aids:

1. Stationery / TL Aids: arrow-shaped cut out for each pronoun, worksheets.
2. Printed Material / Books: Skillment English FS-3
3. Worksheets / Workbook: Workbook
4. Multimedia / Video link: <insert, if any>

Methodology:

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

Aim: To introduce pronouns

Strategy: Teacher needs to draw a table on board with 2 columns and 3 rows with headings Nouns and Pronouns. Under Column 1, paste/draw (for an interactive session) one example each of person, animal and thing and under Column 2, write He/She/They, It/They respectively.

Now, with the help of this table, make the students understand how pronouns are used.

While teaching from the table, do give multiple examples of nouns for a clear understanding.

Now, the teacher can refer to page 26 of the main book and needs to do the first activity so that students are able to understand about what each picture is telling and can answer that accordingly.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about pronouns – He/She/It/They

Strategy: Teacher now needs to focus on pronunciation and writing part of pronouns. Start with writing He, She, It and They on board with a heading ‘Pronouns’ on top.

Teach the students how they are pronounced, spelled and written. All this needs to be done neatly and repeatedly for a better grasping of the students.

Now, ask students turn-wise to pronounce them and write them in their notebook.

Expected Skills achieved by the students: Communication skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about pronouns

Strategy: Teacher needs to show all the arrow-shaped cut outs (Teaching Aid) to the students. Then, she needs to specify or refer to a person, thing or an animal (for animal – she can draw on blackboard or use book to show the image) and then, she will ask the students about which arrow-shaped cut out will be used.

This activity needs to be repeated till the concept is completely grasped by the students.

After the concept is understood by the students, write three examples of each noun (person, animal and thing) and ask the students to write the respective pronouns in their notebooks.

Expected Skills achieved by the students: Experiential Learning, Early Language skills

Activities/Project/Integration/Research Work:

Integration: Storytelling

Teacher needs to tell a story in the class using pronouns. Make sure to concentrate on pronouns so that the students can notice every time a pronoun is heard.

Project Work:

Teacher needs to distribute a worksheet to each student. The worksheet will have a different story written on it with blanks provided for pronouns so that the students can fill in the blanks with appropriate pronouns.

(To be further elaborated by the teacher)

Class Work:

The teacher needs to do the second activity given on page 26 of the main book which includes tracing of the words. The teacher also needs to do third activity given on page 26 of the main book which includes finding and colouring the words to make their learning fun.

(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, teacher needs to give a worksheet that will have a grid and ask the students to mark pronouns with colours. Give a similar grid as given in third activity but this time, hide the words (other than pronouns) as well along with pronouns. This is to make students identify pronouns.

Revision:

The teacher needs to make the students revise about pronouns – He/She/It/They. The teacher will hold a revision session and give an example of each noun against which the students will write the appropriate pronouns in their notebooks.

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

Homework/Assignment/Activity back Home:

The teacher needs to prepare a worksheet (Teaching Aid) wherein she will be creating an exercise based on matching activity. On one side, pronouns will be written and on the other side, sentences appropriate for each pronoun will be written. Task for the students will be to match the pronoun with the correct sentence and to write the sentences formed. For example,

- | | |
|-------|-------------|
| 1. It | a. is a boy |
| 2. He | b. is a cow |

Here, the student will match 1. and b. and then will write the sentence formed.

Assessment Means:

Main book, Workbook and class participation (arrow-shaped cut out activity) to be an assessment tool for teacher for pronouns.

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

Specific Observations:

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

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

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

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Prepositions	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of prepositions
2. To improve communication skills of the students as prepositions help to give a structure to sentence

Specific Objectives:

1. To help the students to frame correct sentences by using prepositions
2. To help the students link nouns and pronouns to the other words in a sentence

Learning Outcomes:

1. Students begin to refer to positions of persons, things and animals using prepositions.
2. Students are able to frame sentences using prepositions.
3. Students are able to read and write (without tracing) prepositions.
4. Students are able to identify prepositions.

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

Teacher needs to check students' level of knowledge about prepositions. For two days, before the formal introduction, keep interacting with the students by asking questions or telling statements using in/on/under/between.

- For example, What is under your table?
- Please sit between Riya and Himani.

Teaching Aids:

1. Stationery/TL Aids: pictures of a cat (four for each child)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce prepositions

Strategy: Teacher needs to take four objects from the classroom. Start with keeping one object on the table, one object in the drawer, one object under the table and one object between any two objects. For example, duster can be kept between two books.

While talking about each object, teacher needs to focus on the position of those objects and make the students understand about how a position word, i.e. preposition can help us telling the position of an object.

Try keeping each object in all positions (in/on/under/between) so that students can have a clear understanding about prepositions and how it works.

Now, the teacher can refer to page 27 of the main book and needs to do the first activity so that students are able to understand about what each picture is telling and answer that accordingly.

Expected Skills achieved by the students: Early Language skills, Cognitive skills

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about prepositions – In/On/Under/Between

Strategy: 1. Teacher now needs to focus on writing part of prepositions. Start with writing in/on/under/between on board with the heading 'Prepositions' on top.

Teach the students about how they are pronounced, spelled and written. All this needs to be done neatly and repeatedly for a better grasping of the students.

Now, ask them turn-wise to pronounce them.

Teacher can refer to page 27 of the main book and needs to do the second activity so that students can practice the writing part.

Teacher can do the first activity of page 28 of the main book as well.

2. The teacher needs to show a picture having four objects in it, describing each preposition, like picture of a park, birthday party, etc. Start by helping the students to frame sentences using prepositions.

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

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about prepositions

Strategy: Teacher needs to distribute worksheets along with the pictures (Teaching Aid) to the students. The worksheet will have four statements (one for each preposition) written on it and a picture related to that statement.

For example, cat is sitting on the chair. (picture of chair)

Now, the students will paste the picture of cat as per the preposition used in the sentence.

Expected Skills achieved by the students: Fine Motor skills, Experiential Learning

Activities/Project/Integration/Research Work:

1. Integration: Art and Craft

Teacher needs to give four statements (one for each preposition) and the students will have to draw a picture describing all the statements.

2. Project Work

Teacher needs to distribute a worksheet to each student. The worksheet will have four different statements written on it (one for each preposition) and under each statement, two pictures are to be given (one correct and one incorrect). The students will have to colour the correct pictures.

(To be further elaborated by the teacher)

Class Work:

The teacher needs to do the second activity given on page 28 of the main book which includes finding and colouring the words to make their learning fun.

(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, teacher needs to give a grid having words (other than prepositions) and prepositions and the students will have to find the prepositions and colour them. After that, they need to write the coloured prepositions (without tracing) in their notebooks.

Revision:

The teacher needs to make the students revise about prepositions – in/on/under/between. The teacher will hold a revision session and show an object and ask the students its position.

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

Homework/Assignment/Activity back Home:

The teacher needs to prepare a worksheet wherein she will give a picture having four objects in it, describing each preposition like, picture of a park, birthday party, etc. Task for the students will be to write one statement for each object using Prepositions.

Assessment Means:

Main book, Workbook and class participation (arrow-shaped cut out activity) to be an assessment tool for teacher for prepositions.

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

Specific Observations:

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

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

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

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 on Sight	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To develop the students' ability of reading and writing the sight words
2. To enhance their communication and writing skills so that they are able to read and write sight words easily

Specific Objectives:

1. To help the students read and write the sight words easily and instantly
2. To enable quick recognition of sight words

Learning Outcomes:

1. Students begin to read and write sight words easily.
2. Students are able to use these words in daily conversations.
3. Students are able to frame better sentences using sight words.
4. Students are able to recognise sight words within no time.

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

1. Teacher needs to check students' level of knowledge about basic sight words.
2. Teacher needs to check how students are making use of the sight words they already know.

Teaching Aids:

1. Stationery / TL Aids: 10 flash cards
2. Printed Material / Books: Skillment English FS-3
3. Worksheets / Workbook: Workbook
4. Multimedia / Video link:

Methodology:

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

Aim: To introduce sight words

Strategy: Teacher needs to carry 10 flash cards (Teaching Aid), five of which will have image of 1 male cartoon character, 1 female cartoon character, 1 group of friends playing, one chocolate and three animals. Another 5 will have He, She, They, This and Between written. Now, teacher will introduce these words by using their picture flash cards. Teacher will start by asking questions and showing their flash cards:

1. Which cartoon character is **this**?
2. What are these kids doing?
3. What is **this**?
4. How many animals are there and where is <name of the second animal>?

To which students will answer by focusing on the sight words and showing their flash cards:

1. He is <cartoon character name>.
2. She is <cartoon character name>.
3. They are playing.

4. This is a chocolate.

5. There are three animals and <name of the second animal> is in between <name of first animal> and <name of third animal>.

This way, the teacher has taught the usage of sight words by means of both questioning and answering. This should be practiced repeatedly by using different examples and different sight words for better understanding.

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

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about sight words – He/She/They/This/Between

Strategy: Teacher now needs to focus on pronunciation and writing part of sight words. Start with pasting some flash cards on board and ask the students turn-wise to write the respective sight words. Help the students wherever needed. By performing this session, students will be able to make use of sight words in a correct manner and will know how to write the same.

Now, the teacher can refer to page 29 of the main book and ask the students to read and write sight words given in the first column.

Expected Skills achieved by the students: Communication skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about sight words

Strategy: Teacher needs to distribute one worksheet (Teaching Aid) to each student. Worksheet needs to have 10 pictures; each picture depicting the use of one sight word. And student has to write appropriate sight word in front of each picture. This will help them recognise and write the sight words.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration : Reading

Teacher needs to read a chapter/poem in the class by focussing on the sight words. This will help in better understanding of the concept by the students.

2. Project Work

Teacher needs to distribute a worksheet (Teaching Aid) to each student. The worksheet will have different sight words written on it with blanks provided for students to rewrite so that they can practice writing the sight words.

(To be further elaborated by the teacher)

Class Work:

The teacher needs to do the second column given on page 29 of the main book which includes rewriting of the words.

(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, teacher needs to give a similar worksheet (Teaching Aid) as given in Session 3 having different pictures but this time provide multiple options. Ask the students to choose the correct option. This will make students identify sight words.

Revision:

The teacher needs to make the students revise sight words. The teacher will hold a revision session and will read a new chapter/poem focussing on sight words.

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

Homework/Assignment/Activity back Home:

Teacher will ask students to practice column 3 given on page 29 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash cards activity) to be an assessment tool for teacher for sight words.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 Sentences	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of sentence formation and its types
2. To improve their writing skills by making them form sentences properly

Specific Objectives:

1. To help the students form the sentences correctly
2. To make students understand when to end the sentence with full stop or with question mark

Learning Outcomes:

1. Students begin to capitalise each sentence.
2. Students are able to understand when full stop is needed and when question mark is needed to end a sentence.
3. Students are able to write both types of sentences on their own.

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

Teacher needs to check students' level of knowledge about sentences.

Teacher needs to check how the students read and write sentences.

Teaching Aids:

1. Stationery/TL Aids: Flash cards (with pictures on which sentences can be formed)
2. Printed Material/Books: Skilment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce sentences

Strategy: Teacher to show flash cards (Teaching Aid) to students and start with framing sentences so that students can understand how a sentence is framed and then ask some of them to form sentences verbally. Teacher can help wherever needed.

Teacher can also refer to any page from the main book (e.g., page 7) for reference images and can ask students to form sentences turn-wise on images shown.

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

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about sentences

Strategy: Firstly, teacher needs to ensure the students know the difference between small and capital letters by asking some students to draw both letters on board or in their notebook to make the session interactive for others too. Afterwards, teacher should tell about sentences and their format and then show examples of correct sentences from the main book page 33.

Teacher should interact with students to correct the incorrect sentences written on board. Now, the teacher can refer to page 33 of the main book and needs to do the first activity to ensure that students know about sentences.

Expected Skills achieved by the students: Early Language skills, Experiential Learning
Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about sentences

Strategy: Teacher needs to distribute worksheets (Teaching Aid) each of which will include 10 sentences (mix of correct and incorrect) and students need to tick (✓) the correct sentences.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills
Activities/Project/Integration/Research Work:

1. Integration: Storytelling

Teacher needs to tell a story in the class by using attractive sentences. Make sure to concentrate on all types of sentences, so that the students can notice them every time.

2. Project Work

Teacher needs to distribute a worksheet to each student. The worksheet will have different sentences written on it with blanks provided to capitalise words, use punctuation marks (. and ?) and also give some incorrect sentences so that the students can circle out mistakes.

E.g. Q1 ___ am a boy.

Q2 that is a cow (sentence without capital and without full stop)

(To be further elaborated by the teacher)

Class Work:

The teacher needs to do the second activity given on page 33 and 34 of the main book which includes all questions related to sentences.

(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, teacher needs to give a worksheet (Teaching Aid) to students with similar questions given in Session 2 or teacher can perform similar activity done in Session 2.

Revision:

The teacher needs to make the students revise about sentences. Teachers need to frame worksheet (Teaching Aid) similar to the one given in Session 3.

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

Homework/Assignment/Activity back Home:

The teacher needs to prepare a worksheet wherein he/she will be creating a 'Capitalise each Sentence, exercise, 'End the sentence correctly'(/./?) exercise. Task for the students will be to capitalise sentences and end them correctly.

Assessment Means:

Main book, Workbook and class participation to be an assessment tool for teacher.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 Questions	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To develop the students' ability of asking questions
2. To enhance their communication and writing skills so that they are able to identify, frame and understand questions easily

Specific Objectives:

1. To help the students frame and understand questions easily
2. To enable quick recognition of questions

Learning Outcomes:

1. Students begin to use and understand question words.
2. Students are able to use these words in daily conversations.
3. Students are able to frame questions using question words.
4. Students are able to recognise question words within no time.

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

1. Teacher needs to check students' level of knowledge about basic question words.
2. Teacher needs to check about how students are making use of the question words which they already know.

Teaching Aids:

1. Stationery/TL Aids: Poster (with all the question words written on it), Bingo cards
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce question words

Strategy: Teacher needs to carry the poster (Teaching Aid) and paste it on the black board. Start by explaining students about the meaning and usage of each question word written on the poster. Teacher can explain this by taking an example of any object present in the classroom and start framing questions with respect to the question word taught. This will help students understand the concept of framing questions using the question words. This should be practised repeatedly by using different examples and different question words for better understanding.

Now, teacher can refer to page 35 of the main book and read out loud the activity given in the yellow box.

Expected Skills achieved by the students: Early Language skill, Experimental Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about question words

Strategy: Teacher needs to focus on recognition of question words. Start by distributing bingo cards (Teaching Aid). Bingo cards should have few question words hidden among the non-question words. Now, start calling out few words (both question and non-question) and ask the students to mark only the question words. This will help them differentiate between question and non-question words. After this is done, you will ask questions using the question words marked by the students. To which students will have to answer. Teacher needs to help wherever needed. This will help students understand questions and this activity will teach them how one can answer the questions. By performing this session, students will be able to instantly recognise question words and questions. Moreover, they will be able to answer the questions as well.

Now, the teacher can refer to page 35 of main book and can practice second activity with students.

Expected Skills achieved by the students: Communication skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about question words

Strategy: Teacher needs to ask each student to frame at least 5 questions each for the student sitting next to them and then notebooks will be swapped so that students can answer each others' questions.

This will engage students in framing and writing practice of questions and answers.

Expected Skills achieved by the students: Cognitive skills, Experiential Learning

Activities/Project/Integration/Research Work:

1. **Integration: Mathematics**

Teacher needs to prepare a worksheet (Teaching Aid) with 5 case study-based mathematical questions. For example, if Akshay has 5 chocolates and he gives 3 to his sister, how many is he left with? This will help students understand and answer the questions using Mathematics.

2. **Project Work**

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will have 'Fill in the Blanks' exercise wherein students need to fill in the question words. This will help students in correct usage of question words.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 36 of the main book and ask students to perform the second activity.

(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, teacher needs to give a similar worksheet (Teaching Aid) as given in Project Work.

This is to make students use correct question words.

Revision:

The teacher needs to make the students revise about question words. The teacher will hold a revision session in which she will read a comprehension passage. And then, the teacher will focus on asking questions about the passage.

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

Homework/Assignment/Activity back Home:

Teacher ask students to perform the first activity given on page 36 of the main book.

Assessment Means:

Main book, Workbook and class participation (bingo game) to be an assessment tool for teacher for question words.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 Answer – Yes or No	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To develop the students' ability to answer Yes/No
2. To enhance their communication and writing skills so that they are able to incorporate Yes/No in their conversations

Specific Objectives:

1. To help the students understand the concept of Yes/No
2. To enable quick response with respect to Yes/No

Learning Outcomes:

1. Students begin to use Yes/No in their answers.
2. Students are able to use these words in daily conversations.
3. Students are able to frame answers using these words.
4. Students become familiar with the concept of Yes/No.

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

1. Teacher needs to check students' level of knowledge about Yes/No.
2. Teacher needs to check how students are making use of these words.

Teaching Aids:

1. Stationery/TL Aids: flash cards (with Yes and No written on them)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

Session/Period 1 (Topic): Introduction to Yes/No (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To introduce Yes/No

Strategy: Teacher needs to carry the flash cards (Teaching Aid).

Start by explaining the concept of Yes/No.

Now, ask Yes/No specified questions to which students will have to answer either Yes/No. For example, 'Do you like chocolates? ...' Wait for students to answer and then display the Yes flash card so that the students can focus on the answer. Every time a question is asked, you need to focus on displaying the correct answer flash card. Initially, help the students with the answers. This should be practiced repeatedly by using different examples for better understanding. Now, teacher can refer to page 37 of the main book and perform the first activity which involves writing practice as well.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about Yes/No

Strategy: Now, teacher will divide the class in two teams. One student from each team will come forward. The student from Team A will ask the question from the student from Team B to which he/she will have to answer either Yes/No using the flash cards.

The team roles will be changed turn-wise. This will help students in incorporating Yes/No in their answers. Along with that, concept of question words will be brushed up as well. Now, the teacher can refer to page 37 of the main book and can practice 2nd activity with students.

Expected Skills achieved by the students: Communication skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about Yes/No

Strategy: Teacher needs to distribute worksheets (Teaching Aid). Worksheets will contain Yes/No specified questions and space for the students to write answers in Yes/No. This will engage them in understanding the need to answer questions in Yes/No and will include writing practice as well.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration: Storytelling

Teacher needs to read out a story in the class and after that she will start asking Yes/No questions. This will help students in a better understanding of the concept.

2. Project Work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3. This will help them in correct usage of Yes/No.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 38 of the main book and can ask students to perform the first activity.

(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, teacher needs to read out another story and ask Yes/No specified questions. This is to reinforce the concept of Yes/No.

Revision:

The teacher will hold a revision session in which he/she will read out a comprehension passage. And then, he/she will ask questions about the passage. To which, students need to answer in Yes/No.

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

Homework/Assignment/Activity back Home:

Teacher to ask students to perform the second and third activity given on page 38 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash card activity) to be an assessment tool for teacher.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – And	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students familiarise with word 'and'
2. To enhance their communication and writing skills so that they are able to incorporate 'and' in their conversation

Specific Objectives:

1. To help the students understand the concept of word 'and'
2. To help the students in usage of word 'and'

Learning Outcomes:

1. Students begin to use 'and' in their sentences.
2. Students are able to use word 'and' in daily conversations.
3. Students are able to frame and connect sentences using 'and'.

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

1. Teacher needs to check students' level of knowledge about word 'and'.
2. Teacher needs to check how students are making use of this word in everyday conversation.

Teaching Aids:

1. Stationery/TL Aids: flash cards (with few pictures pasted)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce 'and'

Strategy: Teacher needs to carry the flash cards (Teaching Aid) on which pictures are to be pasted. You should take pictures of those things which make a pair. For example, bat and ball. Now, you need to paste these picture flash cards in the format of a matching exercise. In Column 1 and Column 3, paste picture flash cards and in Column 2, write 'and' in a big font.

Now, ask them to start by matching pairs one by one with 'and'. This will help students understand the usage of word 'and'. Now, the teacher can refer to page 40 of the main book and perform the third activity which involves writing practice as well.

Expected Skills achieved by the students: Early Language skills, Experiential Learning,

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about 'and'

Strategy: Now, teacher will distribute worksheets (Teaching Aid) that will include 3 columns. In Column 1 and 3, pictures of things that make a pair will be given and in Column 2, writing space for the students will be provided so that they can connect the

words by writing 'and' in between. This will help them use 'and' word as connector and will enable writing practice as well.

Now, the teacher can refer to page 39 of the main book and can practice the activity given on that page with students.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about 'and' word

Strategy: Teacher needs to distribute worksheets (Teaching Aid) that will contain Word Search containing 'and' words hidden with random letters and words. Students will have to search for 'and' words by colouring with their favourite colours. This activity will help the teacher carry on a fun and interactive session.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills, Art Integration

Activities / Project / Integration / Research Work:

1. Integration: Mathematics

Teacher needs to distribute worksheets (Teaching Aid) containing problem sums which include 'and'.

For example, 2 and 5 make ____.

This activity will help students in a better understanding of the concept using Mathematics.

2. Project Work

Teacher needs to distribute one worksheet to each student. The worksheet will be similar to the one given in Session 3.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 40 of the main book and ask students to perform the second activity.

(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, teacher needs to read out a story which focuses on connecting elements with the help of 'and' word. This will make students understand the concept of 'and' word.

Revision:

The teacher will hold a revision session in which he/she will distribute worksheets similar to the ones given in Session 2.

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

Homework/Assignment/Activity back Home:

Teacher to ask students to perform the first and third activity given on page 40 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash card activity) to be an assessment tool for teacher.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – Rhyming Words	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students understand the concept of rhyming words
2. To enable the identification and usage of rhyming words

Specific Objectives:

To help the students to use rhyming words creatively

Learning Outcomes:

1. Students begin to rhyming words, wherever needed.
2. Students are able to identify rhyming words.

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

Teacher needs to check students' level of knowledge about rhyming words.

Teaching Aids:

1. Stationery/TL Aids: 10 picture flash cards (use pictures of words that rhyme), flash cards (one word of the pair written on it, make different word pairs)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce rhyming words

Strategy: Teacher needs to paste the picture flash cards (Teaching Aid) on the board. One word of the pair will be pasted in Column 1 and other word of the pair will be pasted in Column 2. Now, teacher needs to match the pairs by focussing on the pronunciation of the words and in this way he/she will explain students that words ending with the same sound are called rhyming words.

Now, the teacher can refer to page 42 of the main book and needs to do the activity given on that page so that students are able to understand more about the rhyming words.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about rhyming words

Strategy: Start with distributing one flash card (Teaching Aid) to each student, make sure it is shuffled. Now, each student gets one word from the pair(s).

Now, teacher will ask each students turn-wise to stand and speak out loud the word written on their flash card. Then, teacher will ask the student having the other word of that pair to stand and speak out the word written on his/her flash card. So, two students together will make a rhyming word pair. By end of the session, students will have an exposure to different rhyming words. This will help students in identification of rhyming words also.

Now, teacher can refer to page 43 of the main book and can ask the students to perform the first activity.

Expected Skills achieved by the students: Communication skills, Experiential Learning
Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about rhyming words

Strategy: Teacher needs to distribute worksheets (Teaching Aid) and each one needs to have pictures in Column 1 of one word and blanks in Column 2 for the students to write other word from pair or rhyming word.

Now, teacher can refer to page 43 of the main book and can ask the students to perform the second activity.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration: Poem reading

Teacher needs to read out a poem which has many rhyming words. While reading, teacher needs to focus on rhyming words and will ask students to write down the rhyming words in their notebooks as and when they hear the same.

2. Project Work

Teacher needs to distribute a worksheet (Teaching Aid) to each student. The worksheet will have a different poem written on it with blanks provided for students to write down the rhyming words.

(To be further elaborated by the teacher)

Class Work:

The teacher needs to ask students do the third activity given on page 43 of the main book.

(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, teacher needs to give a worksheet (Teaching Aid) having a crossword. Clues will have one word from the rhyming pair and the students need to fill in the other word.

Revision:

The teacher will hold a revision session and will speak out one word from the rhyming pair and ask each student to tell its rhyming word. This activity will be performed turn-wise with different examples.

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

Homework/Assignment/Activity back Home:

The teacher needs to distribute a similar worksheet (Teaching Aid) to the one given in Session 3 as homework.

Assessment Means:

Main book, Workbook and class participation (picture flash cards, placards) to be an assessment tool for teacher for rhyming words.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE
(Date/Period of execution)

FS 3 (UKG)	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)			_____

Sto

General Objectives:

1. To develop students' ability to read short words and sentences
2. To enhance their communication and writing skills so that they are able to read and write short words and sentences

Specific Objectives:

To help the students with their reading and writing skills

Learning Outcomes:

1. Students begin to read short words and sentences.
2. Students are able to write short words and sentences.

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

1. Teachers need to check students' reading skills.
2. Teachers need to check and ask how often students give time to reading.

Teaching Aids:

1. Stationery/TL Aids: flash cards (with few pictures pasted)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

Session/Period 1 (Topic): Introduction of Ch and Sh Words (Session can be extended into multiple days according to the grasping level of the class.)

Aim: To introduce Ch and Sh words

Strategy: Teacher needs to carry the flash cards (Teaching Aid) on which pictures (of Ch and Sh words) are to be pasted. For example, church and shop. Now, you need to paste these picture flash cards in the format of a table having two columns: Ch and Sh. Start by pasting pictures under respective columns. First, teach them to pronounce Ch and Sh. After that start asking the students about the names of the objects pasted on the board. Help them to properly read by correctly pronouncing Ch and Sh. Once done, ask them to write in their notebooks at least 5 times. Now, teacher can refer to page 46 and 47 of the main book and perform the first activity of each page which involves writing practice as well.

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

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

Aim: To introduce Ck and Ai words

Strategy: Teacher needs to carry the flash cards (Teaching Aid) on which pictures (of Ck and Ai words) are to be pasted. For example, clock and aim. Now, you need to paste these picture flash cards in the format of a table having two columns: Ck and Ai. Start by pasting pictures under respective columns. First, teach them to pronounce Ck and Ai. After that start asking the students about the names of the objects pasted on the board. Help them to properly read by correctly pronouncing Ck and Ai. Once done, ask them to write in their notebooks at least 5 times.

Now, teacher can refer to page 48 and 49 of the main book.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 3(Topic): Sensitisation

Aim: To make students sensitise about Ch, Sh, Ck and Ai words

Strategy: Now, teacher will distribute worksheets (Teaching Aid) that will include matching activity. In Column 1, pictures of objects (of Ch, Sh, Ck and Ai words) need to be pasted and in Column 2, names of the objects need to be return in jumbled order. students will have to match the pictures with the respective names. This will help students recognise and read Ch, Sh, Ck and Ai words. Now, the teacher can refer to page 46 and 47 of the main book to make them practice the second activity given on each page.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Session/Period 4 (Topic): Reinforcement

Aim: To reinforce students about Ch, Sh, Ck and Ai words

Strategy: Teacher needs to distribute worksheets. Worksheets will contain 4 Word Search containing Ch, Sh, Ck and Ai words respectively and writing space to write the words they have searched. Students need to search and colour the respective words and then need to write the words in the space provided. This will engage them in differentiating between the Ch, Sh, Ck and Ai words and will also help with their writing skills.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills, Art Integration

Activities/Project/Integration/Research Work:

1. Integration : Storytelling

Teacher needs to read out a story which specifically contains Ch, Sh, Ck and Ai words and focus on pronunciation of these words as and when they come. So that students can have an exposure to different Ch, Sh, Ck and Ai words.

This will help students in pronunciation of Ch, Sh, Ck and Ai words.

2. Project Work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 48 of the main book and can ask students to perform the second activity.

(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, teacher can ask students to read out short paragraphs given on page 46, 47, 48 and 49 of the main book.

This will enhance reading skills of the students especially for Ch, Sh, Ck and Ai words.

Revision:

The teacher will hold a revision session in which he/she will ask each student to tell one word each from Ch, Sh, Ck and Ai category and write the same.

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

Homework/Assignment/Activity back Home:

Teacher can ask students to perform the second activity given on page 49 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash card activity) to be an assessment tool for teacher for Ch, Sh, Ck and Ai words.

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

Specific Observations:

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

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

1. Students' needs and interests
2. Number of students and facilitators/teachers in a class

3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for students
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – Twin Letter Words	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students familiarise with twin letter words
2. To enhance their communication and writing skills so that they are able to incorporate twin letter words in their conversation

Specific Objectives:

1. To help the students understand the concept of twin letter words
2. To help the students in usage of twin letter words

Learning Outcomes:

1. Students begin to use twin letters words in their sentences.
2. Students are able to use twin letter words in daily conversation.
3. Students are able to frame words and sentences having twin letter words.

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

1. Teacher needs to check students' level of knowledge about twin letter words.
2. Teacher needs to check about how students make use of these words.

Teaching Aids:

1. Stationery/TL Aids: flash cards (with few pictures pasted)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce twin letter words

Strategy: Teacher needs to carry the flash cards (Teaching Aid) on which pictures of twin letter words are to be pasted. For example, bell, letter, dress, puzzle, off, etc. Now, the teacher needs to paste these picture flash cards in the format of matching exercise. In Column 1, paste picture flash cards and in Column 2, write the twin letters in jumbled form. Now, start by reading out names of the pictures and matching to their respective twin letters. Give multiple examples of each category so that they can have an exposure to different words of each category.

Teacher can refer to page 52 of the main book.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about twin letter words

Strategy: Now, teacher will draw a table having 5 columns. Column headings will be ll, tt, ss, zz and ff. Under them, a mix of pictures and words will go. Start by calling

students turn-wise and ask them to name the pictures/read the words, whatever the case may be and write the same. Help the students, wherever required. Now, the teacher can refer to page 53 of the main book and can practice the first activity with the students.

Expected Skills achieved by the students: Communication skills, Experiential Learning,

Session/Period 3 (Topic): Reinforcement

Aim: To make students reinforce twin letter words

Strategy: Now, teacher will distribute worksheets (Teaching Aid) and each one will include a table having 5 columns. Column headings will be ll, tt, ss, zz and ff and a help box containing words of these categories. Students need to write the words in the correct columns. This will help them recognise and differentiate twin letter words and will enable written practice as well.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration: Poem reading

Teacher needs to read out a poem containing twin letter words and needs to focus on twin letter words as and when they come. He/She will then ask the students to write the same in their notebooks.

This will help students in a better understanding of the concept.

2. Project Work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3. This will help students in recognition and differentiation of twin letter words and will help with their writing practice as well.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 52 of the main book and can ask students turn wise to read out the sentences given in the cloud.

(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, teacher needs to read out some sentences containing twin letter words.

This will make students understand the concept better.

Revision:

The teacher will hold a revision session in which he/she will divide the class in 5 teams and designate one category each from ll, tt, ss, zz and ff. One student from each team will tell one word from their respective twin letter category.

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

Homework/Assignment/Activity back Home:

Teacher ask students to perform the second activity given on page 53 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash card activity) to be an assessment tool for teacher for twin letter words.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 – Opposites	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students familiarise with opposites
2. To enhance their vocabulary by explaining the concept of opposites

Specific Objectives:

1. To help the students understand the concept of opposites.
2. To help the students in usage of opposites.

Learning Outcomes:

1. Students begin to understand and use opposites.
2. Students become familiar with the concept of opposites.

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

1. Teacher needs to check students' level of knowledge about opposites.
2. Teacher needs to check how students are making use of these words in daily conversation.

Teaching Aids:

1. Stationery/TL Aids: flash cards (with few pictures pasted)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce opposites

Strategy: Teacher needs to start by asking questions related to opposites. For example, 'Raise your left hand'. Then, ask them to raise their right hand. Likewise, ask few more questions and then teach them how these words are related to each other. Now, paste the flash cards (Teaching Aid) on the board. Flash cards will have pictures of the words that have opposites. Now, ask the students to tell opposites of each picture. Help them, wherever needed.

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

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about opposites

Strategy: Now, teacher will divide the class in two teams. One student from each team will say a word and one student from another team will tell the opposite of that word. Help them to choose correct words. This will give them exposure to a variety of opposites and enable better understanding and usage of the concept.

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

Session/Period 3 (Topic): Reinforcement

Aim: To make students reinforce the concept of opposites

Strategy: Now, the teacher will distribute worksheets (Teaching Aid) and each one will include a table having 2 columns. In Column 1, some pictures will be pasted against which students need to speak out the respective opposites. This will help them recognise opposites.

Expected Skills achieved by the students: Communication skills, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration: Storytelling

Teacher to read a story which contains opposites and needs to highlight whenever such word pair comes. After completing the story, teacher will ask each student to tell one such word pair that was in the story. This will help students in better understanding of the concept.

2. Project Work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 54 of the main book and ask students turn-wise to read out the word pairs.

(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, teacher needs to distribute worksheets (Teaching Aid) containing crossword. Clues will have words written against which opposites of those words will be filled by the students in the crosswords.

Revision:

Teacher will hold a revision in which he/she will read out some words and students will need to provide opposites of the same.

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

Homework/Assignment/Activity back Home:

Teacher ask students to perform the second activity given on page 54 of the main book.

Assessment Means:

Main book, Workbook and class participation (flashcard activity) to be an assessment tool for teacher.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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 Answer	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students familiarise with giving answers
2. To enhance their communication and writing skills so that they are able to incorporate answers in their conversations.

Specific Objectives:

1. To make the students understand the concept of answers
2. To help the students in answering simple questions

Learning Outcomes:

1. Students begin to use answer the questions.
2. Students are able to answer in daily conversation.
3. Students are able to frame answers.
4. Students become familiar with the concept of answer.

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

1. Teacher needs to check students' level of knowledge about answers.
2. Teacher needs to check about how students are answering to the questions as of now.

Teaching Aids:

1. Stationery / TL Aids: flash cards (on which pictures of the answers of the questions asked will be pasted)
2. Printed Material / Books: Skillment English FS-3
3. Worksheets / Workbook: Workbook
4. Multimedia / Video link:

Methodology:

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

Aim: To introduce answers

Strategy: Start by asking some simple questions. For example, 'Where is your nose?', 'Where is your tongue?' And help the students answer these. Now, teach them to answer the questions properly. Teacher needs to write the questions and paste the respective flash cards (Teaching Aid) against the questions on the board. Students will frame answers with the help of flash cards. Help them frame the correct answers. This activity needs to perform turn-wise so that each student can answer the questions.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about answers

Strategy: Now, teacher will divide the class in two teams. One student from each team will ask the questions and one student each from the opposite team will answer the questions. This activity needs to be performed turn-wise. This will enable better understanding of the concept of answers.

Expected Skills achieved by the students: Communication skills, Experiential Learning

Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about answers

Strategy: Teacher needs to distribute worksheets (Teaching Aid). Worksheet will have a mix of questions and answers in it. The students need to find and match the answers. This will engage students in recognising the correct answers.

Expected Skills achieved by the students: Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

Integration: Storytelling

Teacher needs to read out a short story twice and, then will ask few questions related to the story to which students will have to answer turn-wise. This will enable the usage of the concept of Answers.

Project work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 63 of the main book and can ask students to perform the activity given on that page.

(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, teacher needs to read out a story. After which he/she will ask questions related to the story to which students will have to answer.

Revision:

The teacher will hold a revision session and needs to perform a similar activity to the one performed in Session 2.

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

Homework/Assignment/Activity back Home:

Teacher will give worksheets (Teaching Aid) similar to the one given in Session 3 to the students as homework.

Assessment Means:

Main book, Workbook and class participation (flashcard activity) to be an assessment tool for teacher.

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

Specific Observations:

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

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

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

LESSON PLAN

ENGLISH FS-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Magic Wand 'e'	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Sto

General Objectives:

1. To make the students familiarise with letter e
2. To enhance their communication and writing skills so that they are able to incorporate letter e words in their conversations

Specific Objectives:

1. To help the students understand the concept of letter e
2. To help the students in usage of letter e

Learning Outcomes:

1. Students begin to use letter e words in their sentences.
2. Students are able to use letter e words in daily conversations.

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

1. Teacher needs to check students' level of knowledge about letter e.
2. Teacher needs to check the awareness of magic of letter 'e' amongst the students.

Teaching Aids:

1. Stationery/TL Aids: flash cards (on which picture of those words will be pasted to which letter e can be added later on)
2. Printed Material/Books: Skillment English FS-3
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

Methodology:

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

Aim: To introduce letter e

Strategy: Teacher needs to start the session by telling few random words and the focus should be completely on their pronunciation. Now, teacher will paste flash cards on the board and read the words by focussing on their pronunciation. Once students are familiar with the pronunciation of these words, it is time to show the magic by adding letter e to each word. Make sure you add it by writing the same along the pictures on the board. Now, help the students to connect these and pronounce each of the new word thus formed. Then, teach them how adding letter 'e' gave a new word, and changed the pronunciation which now focuses on the vowel sounds.

Expected Skills achieved by the students: Early Language skills, Experiential Learning

Session/Period 2 (Topic): Sensitisation

Aim: To make students sensitise about letter 'e'

Strategy: Now, teacher will write few more words on the board and will put a plus sign along with letter e and ask the students to come turn-wise and write and read the new

word thus formed. Help them, wherever needed. Try giving different examples for a broader understanding of the concept.

Now, the teacher can refer to page 67 of the main book and can practice the second activity with students.

Expected Skills achieved by the students: Communication skills, Experiential Learning
Session/Period 3 (Topic): Reinforcement

Aim: To reinforce students about letter 'e'.

Strategy: Teacher needs to distribute worksheets (Teaching Aid) and each worksheet will contain some words written to which students need to add letter e and form new word themselves. Help them, wherever needed. Once done, each student will pronounce the words formed by them. This will enable them to create and pronounce the new words themselves.

Expected Skills achieved by the students: Communication skills, Experiential Learning, Cognitive skills

Activities/Project/Integration/Research Work:

1. Integration: Storytelling

Read out such a story which contains both the forms of words (with and without e). Focus on the pronunciation and meaning of the words as and when they come. This will enable students to recognise letter 'e' words and will help them with their pronunciation.

2. Project Work

Teacher needs to distribute one worksheet (Teaching Aid) to each student. The worksheet will be similar to the one given in Session 3.

(To be further elaborated by the teacher)

Class Work:

Teacher can refer to page 67 of the main book and can read out the paragraph and make them understand its meaning.

(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, teacher needs to perform first activity given on page 68 of the main book. This will give students an exposure to a variety of letter e words.

Revision:

The teacher will hold a revision session and perform a similar activity to the one performed in Session 2.

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

Homework/Assignment/Activity back Home:

Teacher to ask students to perform the second activity given on page 68 of the main book.

Assessment Means:

Main book, Workbook and class participation (flash card activity) to be an assessment tool for teacher for letter e words.

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

Specific Observations:

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

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

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