

# Yearly Scheme of Work

**Time Taken:** 35 Periods (each period of 40 minutes duration)

**Teaching Aids:** Main Coursebook, Worksheets, Blackboard, Digital Assets, Coloured Sheets

**Digital Assets:** Animation, Animated Activities, eBook, Slideshow, Test Generator

## Class LKG

### Scheme of Lessons – Micro Schedule – Phonics = 35 periods

Theme No. & Name	Suggested Allocation of Periods
Theme 1: I Love Mondays	4
Theme 2: I Love Tuesdays	5
Theme 3: I Love Birthdays	5
Theme 4: I Love Wednesdays	3
Theme 5: I Love Thursdays	5
Theme 6: I Love Fridays	3
Theme 7: I Love Fun Days	4
Theme 8: I Love Saturdays	3
Theme 9: I Love Sundays	3

#### Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

# Calyx Content Ideas for Classrooms – A Sneak Peek

Embarking on a voyage to the new horizons, Calyx is a force to reckon with. It steers forth the path for the educators with National Education Policy (NEP) 2020 and National Curriculum Framework (NCF). In the budding years of life, when a child learns to explore and experience the world around, Calyx comes as a great booster to mould the personality of the young learners at the Foundational Stage. This is the stage when school starts and the child needs play-based learning coupled with structured activities that are guided by the teacher.

The Foundational Stage bridges the gap between home and school environment of the child and is based on the principles of Early Childhood Care and Education (ECCE). It is divided into domains closely linked to the developmental domains of Physical Development, Socio-emotional-ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development and the most significant domain of Positive Learning Habits. Curricular Goals are defined for the different domains of development in the curriculum designed for the Foundational Stage. At this stage of learning, the pedagogical approach is play-based with the focus on guided and structured activities. The activities should be conducted in spacious venues, such as school garden, yoga room and so on.

The teacher's guide is replete with activities designed to suit the learning experience of the students so that they can engage naturally in the exploration of their surroundings. The activities have instructions for the entire class, balanced with work-time for children, where they work on their own with a variety of materials. Teacher-student relationship is of utmost importance and needs the teacher to be engaged with all the domains instead of just being a domain-specific teacher. It is imperative that individual attention and assessment through observation is carried out for the students at this stage.

## **The main features of the teacher's guide are:**

- Yearly Scheme of Work with a micro schedule with the suggested allocation of periods bringing clarity for the teacher to conduct the lessons efficiently.
- Micro Lesson Plans (MLPs) have multiple periods of 40 minutes duration each, with curricular goals, competencies, learning objectives and learning outcomes, tailored to suit the students' needs for all-round development.
- Teacher-directed, teacher-guided and/or student-led activities to achieve the desired goals.
- Teaching Aids with materials are easily available to aid concept teaching.
- Digital Assets for quick reference by the teacher.
- Methodology includes steps to introduce the concept in the form of an interactive script and doable activity-based teaching methods.

Each activity is marked with

- **MUST DO** to help the student understand the concept.
- **SHOULD DO** to help the student extend and apply the concept.
- **COULD DO** to help the student revise the concept.
- Estimated time for each activity is given for better time management by the teacher.
- Additional Suggested Activities are provided for the reinforcement of the concept taught.
- Content and material to be used, duration and sequence of activities, classroom arrangement – seating, displays, arrangement of material are also mentioned.
- Time allocation at pre-primary level aims at providing the students ample opportunities for an experience in every domain of development. So, each MLP is designed keeping in mind the attention span of the students and has Circle Time, Story Time, Concept Time/ Pre-numeracy, which are teacher guided whereas free play is an independent activity for the students. Also, Work Time is for the students to choose an activity and the material they like. The illustrative daily routine for children of ages 3–6, detailed as per the NCF, is given in the table below.

From	To	Duration	Activity NCF	Activity Calyx
<b>Morning Routine/Free Play/Corners Time</b>				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
10:45	11:45	1 hour	Concept Time/Pre-numeracy	Mathematics/Numbers
11:45	12:15	30 minutes	Arts/Craft/Free Play	Arts and Craft/Free Play
12:15	13:00	45 minutes	Corners Time	General Awareness
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)	Lunch Break
13:45	14:30	45 minutes	Emergent Literacy/Story Time	Sounds
14:30	15:00	30 minutes	Outdoor Play and Wind Up	Outdoor Play

Source: National Curriculum Framework for School Education 2023, Illustrative Time Allocation, Table A-3.5-i

- Teacher's notes are an important feature to provide guidance to deliver the content of the main coursebook with additional information. For instance, the first page of each chapter has a story. The story has to be read by the teacher/parent. Students at the Foundational Stage are not expected to read the stories or rubrics or write complete sentences. However, any student who tries and can read or write sentences, must be appreciated and encouraged.
- Home Tasks are designed based on the concept taught in class and is for the teacher to guide the parents.

# Theme 1: I Love Mondays

Lesson 1: Sound of Letter S

Lesson 2: Sound of Letter A

Lesson 3: Sound of Letter T



4 Periods (40 minutes each)



Main Coursebook, sand tub, paper, crayons, glue, glitters/bits of paper/ pencil shavings expression cards and CRM signs, Learning Kit



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of the sounds of letters s, a and t
- develop effective communication skills
- develop sharpness in sensorial perceptions

### A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter S

**Place:** Digital Classroom/Projector Room

#### Phonics Book

- Organise the class using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down), from Teacher Kit and get the students seated in a circle. Show them the pictures of a soap, sandpit, ship, snail and stork to identify and name the objects. Ask them the sound the pictures begin with, that is, the sound of letter s. Tell them that all these words begin with the sound of letter s. Repeat the sound of letter s to be imitated by the students.

COULD DO

5 MIN.

#### REaMS

- Open Activity 1 of Peak 1 on your REaMS teacher dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw a 'snake'. You may say, "Yes, that was a snake. Did you hear the snake's sound? What sound does it make?" You may then ask, "Which letter comes at the beginning of the words- super, silly and snake?" Some of them may point to letter S. Encourage students to tell you what sound the words begin with. Emphasise the sound of letter s as you repeat the words- super, snake, silly and ask students to repeat after you.

- Additionally, you may ask students to share some words that have the sound of letter s. Give them suggestions like, sun, soap, sat and so on.
- Open Activity 2 of Peak 1 on your REaMS teacher dashboard. You may ask the students to hear the sound of letter s and find the matching letter. Encourage them to raise their hands to answer.

**SHOULD DO**

05 MIN.

**MUST DO**

05 MIN.

### Phonics Book

- Place Sam's standee at the centre for the students to see and describe her. Arrange the class into two groups. Show them the picture of a spider and ask them to identify. Confirm the response that it is a spider. Let them recall the sound of letter s done in the previous class. Ask if they are scared of the spider or if they like them, if they know the number of legs a spider has and so on. Tell them that they are going to learn a poem on the spider who is called the Incy Wincy spider. Ask them to follow as you recite the poem Incy Wincy Spider (from Rhymes and Stories). Let the whole class recite at least thrice and enjoy moving their fingers just like a spider crawling up.
- Then, ask them to listen attentively as you read the story on page 6 for Sound of Letter S. Read the story twice and ask them a few questions like,
- Who is sitting with her friends?
- What are they eating?
- What is shining in the sky?
- What does Sam take out of her bag?
- What is the stone painted like?
- What does the spider have?
- What does everyone do when they see the spider?
- After the discussion, ask the students to open the book and look at the words beginning with the sound of letter s. Speak the sound of letter s words aloud to be followed by the class.
- Next, form groups of three students each and place a bowl of crayons for each group. Then, ask them to point out every 'S' and 's'. Then, guide them to pick a crayon of their choice and circle every 'S' and 's'.
- Ask the students to look at the pictures on page 7 in exercise B. Encourage them to describe the Sun and sand and tell how they are useful. Also, they can share what they do when the Sun shines or when they get to play in sand. Show your interest by listening to each one attentively.

**MUST DO**

10 MIN.

**SHOULD DO**


05 MIN.

**MUST DO**

05 MIN.

**COULD DO**

10 MIN.

 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Write 'S' on the board and allow students to make the sound of letter s. You may ask students to draw 'S' in the air with their finger. Additionally, you may place a sand tub in the middle of the room for the students to trace S in the sand. You may keep reinforcing the sound it makes – 'Sss'.
- Give each student a sheet with S drawn on it. Ask them to paste glitters/bits of paper/pencil shavings on S. They can clip it on a jute string tied across the classroom.

### Home Task

- Complete Peak 1\_ Phonics\_Letter\_Ss worksheet.
- Parents can sit comfortably with the child and talk about the pictures in exercises C, D and E of Phonics book. Then guide him/her in finding the way, matching the words with their pictures and circling the things that begin with the sound of letter s and enjoy.

## Period 2: Sound of Letter A

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Divide the class into two groups. Give each group a set of pictures – ant, axe, arrow and an apple – to identify and tell how they are used. Then, let them enjoy an instant story. They may add to the story. Then, ask them to clap for themselves.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 3 of Peak 1 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw an 'apple' and an 'alligator'. You may say, "Yes, that's right. We saw that the alligator ate the apple. How many of you like eating apples?" You may then ask, "Which letter comes in the beginning of the words- apple and alligator?" Some of them may point to letter A. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise the sound of letter a as you repeat the sentence 'alligator eats an apple' and ask students to repeat after you.

**SHOULD DO**

05 MIN.

- Open Activity 4 of Peak 1 on your REaMS teacher dashboard. Show the sound squares to the students and inform them that they will be identifying the sounds and finding the correct matching pictures for them. You may say, "Which letter has the sound a (say the sound of letter a) like in apple?" Encourage students to repeat the sound along with the audio. You may continue the activity for the rest of the sounds in the same way.

- Additionally, you may ask students to tell you some words that begin with the sound of letter s and the sound of letter a. You may write their responses on the board in two different columns.

**MUST DO**

10 MIN.

### Phonics Book

- Place Sam and Lina's standees at the centre on a table for the students to look and tell what they think about Sam and Lina. Then, tell them to listen attentively as you read the story on page 9. Read the story with correct pronunciation and pauses, at least twice. Then, ask them to open the book at page 9. Ask them to point at the words in bold with their index fingers and read after you. Tell them that these are 'a' words. Let them come up with more such words. In case, a child comes up with a different word, correct by giving another example gently, so as to boost the child's confidence and develop their speaking skills. Then, ask a few questions, such as:

**SHOULD DO**

05 MIN.

- Who are outside their class?
- What do they see?
- What was there on the board?
- What does Sam point at?
- What does Lina show Sam?

- Ask them if they also draw. Then, discuss the story and encourage them to talk about the things they do outside the class. Remind them that they must follow class rules and not go out any time they want.

**MUST DO**

05 MIN.

- Next, give the students a set of crayons. Ask them to pick a purple crayon and circle each 'a' in exercise A.

**COULD DO**

05 MIN.

- Also, show them flashcards with tap, mat, cat, fan and bag to identify. Then mention the placing of 'a' in the middle and let them come up with more words with 'a' sound in the middle of the word. Then they can be asked to complete the words given on page 11 exercise C and read them once again.

**SHOULD DO**

05 MIN.



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**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- You could ask the students to make small cards with at least two pictures for the words beginning with the sound of letter a.

### Home Task

- Complete Phonics Peak 1\_Letter Aa worksheet.
- Parents can talk to the child about the middle sound of A and guide him/her in identifying the pictures and write 'a' to complete the words in exercise C, at page 10 of Phonics book. Point at each object and ask him/her to identify. Confirm the correct responses and correct the other responses. Ask him/her to say each word aloud (with stress on initial sound of letter a).

## Period 3: Sound of Letter T

**Place:** Digital Classroom/Projector Room

### Phonics Book

- The students can be shown a tomato to identify and name it. Ask for the beginning sound, that is, the sound of letter t. Then show them flashcards with pictures of a tree, tennis ball, toy and ask them to speak out their names and emphasise the beginning sound of letter t. Let them recite the rhyme 'Teddy Bear, Teddy Bear' and enact it.

**COULD DO**

05 MIN.



**P.S.** You may also take real toys.

### REaMS

- Open Activity 5 of Peak 1 on your REaMS teacher dashboard and watch it with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'tiger' and a 'tree'. You may say, "Yes, that's right. We saw a tiger and a tree." You may then ask "Which letter comes at the beginning of the words- tiger and tree?" Some of them may point out the letter T. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise the sound of letter t as you repeat the words- tiger and tree and ask students to repeat after you.

**SHOULD DO**

10 MIN.



- Ask students to think and share some words that have the sound of letter t. You may give them suggestions, such as tap, tree, toy and so on.

- Open Activity 7 of Peak 1 on your REaMS teacher dashboard and watch it along with the students. You may keep pausing the video and prompt the students to answer. Inform students how different letter sounds make a word, just as they saw the sounds of letters c, a, t, when joined together, made the word 'cat'.

- You may write another word on the board, e.g. sat. Help students to decode the word by sounding out each letter – s, a, t and then blend them into 'sat'. Similarly, you may practice some more words (e.g. at, mat, bat) by writing them on the board. Encourage students to say each sound first and then blend to read the word.

**MUST DO**

05 MIN.



### Phonics Book

- Place Sam's standee and a flashcard of a bus on the table. Tell the class to identify and guess what Sam is going to do with the bus. Discuss and encourage the students to speak in simple, short phrases or in their home language. The students can be asked to listen to



the story attentively, as you read with the correct pronunciation and pauses. Read at least twice and ask a few questions, such as:

- Where are Sam and her friends?
- Where are they going?
- What does Maria point at?
- What does Maria recall?
- What had they learnt in the class?
- Encourage the students to talk about the story and add more words with the sound of letter t at the beginning to the list. Then ask them to open the book at page 12 and place their index finger at 't' words in bold. Let them repeat the words. They can describe the story in their own words.
- They can be guided to identify the pictures in exercise A on page 13 and complete the words by writing letter 't'.
- Show a lotus and ask the students to describe and name it. Tell them that it is 'lotus' flower. Next, show them more flashcards with pictures of doctor, guitar, water and ask them to repeat after you. Then point out the placing of 't' sound in the middle of each word. Ask them to add more to the list, based on their background knowledge. Discuss each word list along with the short story on page 14.

**MUST DO**

10 MIN.

**COULD DO**

05 MIN.

**SHOULD DO**

05 MIN.

**COULD DO**

10 MIN.



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**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be given a cutout of letter T to colour and string it across the classroom with a jute string.
- Let them draw and colour a 'lotus' and take it home to be given to their parent.

### Home Task

- Complete Phonics Peak 1\_Letter Tt worksheet.
- Parents can read the story on page 14 once again with the child. They can discuss words with 't' in the middle. Then guide the child through exercise C on page 14 of Phonics book.

## Period 4: Ending Sound of Letter T

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Ask the students to look at the flashcards with a boat, gift, nest and coat and describe them. Let them identify the objects and point at the ending sound of 't'. Then place Ryan's standee on the table and ask them to listen to the story on page 15 and answer few questions, such as:
  - Where does the bus reach?
  - What does aunt give him?
  - What gift does Ryan get?
  - What does Ryan want to do?
- Encourage them to talk about the story and add more words to the list of 't' words.

**MUST DO**

15 MIN.

- Next, ask the students to look at flashcards of the words in exercise D on page 15 and repeat after you. Oral drill will help them identify the words ending with the sound of letter t.



- Read and explain the statement of exercise E and ask the students to identify the objects shown on the right. Then read the words on the left to be matched with their corresponding pictures.



 **eBook** can be used to recapitulate the concepts taught in class.



### Additional Suggested Activity

- Flashcards with T and t words can be placed in a line on the floor. Then, ask the students to identify the sound of letter t at the beginning, middle and end of the words. They can be asked to come one by one to pick the cards and say the word.

### Home Task

- Parents can guide the child to identify 'T' and 't' in exercise F on page 15 of the Phonics book. Then ask him/her to pick a blue crayon and circle every 'T and 't'.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• enact the poem (hand and body movement)</li> <li>• hold crayons, string pictures with a jute string</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• able to interact with peers</li> <li>• express their likes and dislikes with reference to the pictures shown</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• know and tell about spider</li> <li>• recognise the words with beginning, middle and ending sound of letter t</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas using simple words or home language</li> <li>• frame simple, short sentences with S, A and T words in simple English or home language</li> <li>• recite the poems with actions</li> <li>• identify the words beginning with the sounds of letters s, a and t</li> <li>• listen attentively for specific sounds of letters s, a and t (at beginning, middle and end)</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• draw or paste picture things beginning, with S, A and T</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• learn to respect all living beings, even a small spider</li> <li>• understand and follow the class norms</li> </ul>

# Theme 2: I Love Tuesdays

## Lesson 4: Sound of Letter P

## Lesson 5: Let's Repeat

## Lesson 6: Sound of Letter M



5 Periods (40 minutes each)



Main Coursebook, flashcards, paper, crayons, expression cards and CRM signs, Learning Kit



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of the sounds of letters p and m, and sound blend
- develop effective communication skills
- develop sharpness in sensorial perceptions

### Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter P

#### Beginning Sound

**Place:** Digital Classroom/Projector Room

#### Phonics Book



- Place Jas's standee on the table along with a plate, pot and pan. Ask the students to identify and name the objects. They may speak in their home language. Then, ask them to show their palm and clap five times. They can be asked to repeat the objects and identify the sound they all begin with, that is, the sound of letter p. After the oral drill, instruct them to tell a few more words that begin with the sound of letter p.

COULD DO

5 MIN.

#### REaMS

- Open Activity 11 of Peak 1 on the REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'panda', a 'penguin' and 'popcorn'. You may say, "Yes, that's right. We saw a panda, a penguin and some popcorn. Which letter comes at the beginning of the words- panda, penguin and popcorn?" Some of them may point out the letter P. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of letter p as you repeat the words- panda, penguin and popcorn and ask students to repeat after you.

- Ask students to think and share some words that have the sound of the letter p. You may give them suggestions, such as pen, pin, pan and so on. **SHOULD DO** 
- Open Activity 14 of Peak 1 on your REaMS teacher dashboard and watch it along with the students. You may keep pausing the video to let students hear and say each sound before they blend. Tell them how different sounds make a word, just as they saw that the sounds of letters m, a and t, when joined together, made the word 'mat'.
- Similarly, you may practice some more words (for example- cup, cap, pin) by writing them on the board. Encourage students to say each sound first and then blend to read the word. **MUST DO** 



### Phonics Book


- Use CRM signs to organise the class. The students must be instructed to listen attentively as you narrate the story on page 16. They can clap once on hearing the words beginning with the sound P. Read it twice with correct pronunciation and pauses. Then ask them to open the book at page 16. Ask them to look at the picture and describe it in their own words. Ask them a few questions, such as:
  - Where is Jas and Daarji?
  - What are they doing?
  - What is kept in the tray?
  - What does Jas give Riya Didi?
  - What does everyone do?
- Encourage them to discuss and share things they do at home to help. Allow them to speak in simple words, phrases or short sentences. They may use their home language to express themselves.

**P.S.** Tell the students that Jas calls his father's father 'Daarji' and his father's mother 'Biji'.

**MUST DO**

 10 MIN.

- Show flashcards with the pictures for exercise A on page 16 to the students. Let them identify and name each object. Guide them where they need help. Then, read and explain the statement for exercise A and ask them to pick a crayon of their choice and match the letter the sound of letter p to the correct sounds that describe each object. For example, the first one is 'p + it = pit'. Show them green card to signal they can 'start' the activity. **SHOULD DO** 
- The students can be asked to repeat the words in exercise C after you and identify the sound they all end with, that is, 'p'. Explain that the words- tap, cap, map and cup all end with the sound of letter p. Encourage them to add more words to the list and write p in the blanks to complete the words. **COULD DO** 

 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**COULD DO**

 05 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be given word cards where letter p has to be placed at the beginning or the end correctly. Let them display the word cards on the table and read aloud after forming the word.

### Home Task

- Complete Peak 1\_Phonics\_Letter Pp worksheet.
- Parents can help the child to look for P and p in exercise B on page 17. Then, tell him/her to pick and circle P and p.

## Period 2: Let's Talk

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Organise the class in a circle. Show them a few indoor games, such as Ludo, Snakes and Ladders and so on. Ask them to tell the names of a few indoor games they play with their friends or family. Have a class talk, giving them clues for framing short sentences.
- Show them the picture digitally. Ask them to name the objects as you point at each one.
- Guide them to express their thoughts as they describe the picture by asking the given set of questions. Let them express their delight in playing games with friends. Listen to them with interest and reframe the incorrect phrases or sentences, gently.

COULD DO

10 MIN.

MUST DO

10 MIN.

SHOULD DO

20 MIN.

COULD DO

10 MIN.



**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be asked to frame a short story for the given picture by naming the characters, place of action in the story and so on.

### Home Task

- Parents can sit comfortably with the child and discuss the picture and weave a story around it.

## Period 3: Let's Repeat

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Show CRM signs to the students and organise the class in a circle. Show them letters done till now and help them rearrange the letters to form new, meaningful words. They can pin the new words on the display board, to be read during the week.

COULD DO

05 MIN.

### REaMS

- Open Activity 18 of Peak 1 on your REaMS teacher dashboard. You may read the given word along with the students. Then, ask them to identify the picture that matches with the word. You may emphasize on each sound as you read the word and may ask students to repeat after you.
- Open Activity 19 of Peak 1 on your REaMS teacher dashboard. Inform students that they will use the letter tiles to make words. You may show the letter tiles and ask them, "What word did you hear? Which letter should I choose first to make the word 'tap'?" Allow students to independently think and answer. Let them see, hear, say and spell words aloud. You may continue the rest of the activity in the same way.

SHOULD DO

05 MIN.

MUST DO

10 MIN.

### Phonics Book

- The students can be given the pictures for exercise A to identify and name them. Then ask them for the beginning sound and tell them to circle the starting sound on page 19.


SHOULD DO

10 MIN.

- Show the letters given in bubbles in exercise C to the students and ask them to identify the sounds. Then ask them to read the word list after you and identify the sound in each word respectively. Point out the placement of each sound in each word. They can be asked to think of more words for each type.

**MUST DO**

10 MIN.

-  **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**COULD DO**

05 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students could be given the sound cards from the students' Learning Kit. Guide them to form new words by placing the letters together.

### Home Task

- Complete Peak 1\_Phonics\_Sound Out. Blend. Read worksheet.
- Parents can guide the child to identify the pictures in exercise B and write the sound that each one ends with.
- Help the child in exercise D by reading the given 'as' and 'at' sounds. Then take the sound cards from the student learning kit and match it with the given sounds on page 20. Repeat the oral drill. Then guide the child to colour 'as' and 'at' in the exercise.
- In exercise E, help the child describe the given pictures in simple, short sentences. Next, read each sound individually first. Then, read the three sounds together and form each word. Help the child frame meaningful sentences for each picture.

## Period 4: Sound of Letter M

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Show CRM signs to the students and arrange them in two teams. Give each team a picture – a mango and a mask – to describe. Ask them to say how they use them. Then, point at the beginning sound of letter m of both the objects. They can be asked to air trace of letter m.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 1 of Peak 2 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'mountain' and a 'mouse'. You may say, "Yes, that's right. We saw a mountain and a mouse. Can you tell me which letter comes at the beginning of the words- mountain and mouse?" Some of them may point out the letter m. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of the letter m as you repeat the words 'mountains of mice' and ask students to repeat after you.
- Additionally, you may ask students to share some words with the sound of letter m. Give them suggestions, such as mat, mug, mud and so on.
- Open Activity 2 of Peak 2 on your REaMS teacher dashboard. Inform them that they will hear different sounds from behind the tree. Encourage them to listen to the sounds carefully and find their matching snowballs. Allow them to hear, identify and say the sounds at their own pace.

**MUST DO**

10 MIN.


**SHOULD DO**

05 MIN.

## Phonics Book

- The students can be asked to share their thoughts about the kind of help they can offer at home. Then place Jas's standee in the middle of the class and tell them that Jas has something to share. Also, ask them to listen attentively as you narrate the story and snap their fingers on hearing the words with the beginning sound of letter m. Read the story at least twice with correct pronunciation and pauses. Then, ask them a few questions to answer, such as:
  - Where is Jas sitting?
  - What is he drinking?
  - What is Daarji reading?
  - What happens then?
  - What does Jas bring to wipe the spilt milk?
  - What does Daarji say to him?
  - What are they going to do now?
- Instruct the students to open the book at page 22 and observe the picture. Encourage them to describe it in short phrases or simple words. They may share their experience of being with grandparents. The students may also share how they help at home.
- Ask the students to look at the pictures in exercise B and point at the starting sound of each on page 22. Then give them a set of crayons to choose from. Ask them to circle the starting sounds of the pictures.



 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

## Additional Suggested Activity

- Divide the class into two teams. Ask each team to tell the words with the beginning and middle sound of letter m. The team to say maximum words wins a star.


## Home Task

- Complete Peak 2\_Phonics\_Letter Mm worksheet
- Parents can ask the child to point at M and m with their index finger on page 22. Then circle M and m in exercise A.
- Enjoy picture reading in exercise C on page 23 with the child. Then read the words in the box and ask him/her to find them in the picture.

## Period 5: Sound of Letter M

**Place:** Digital Classroom/Projector Room

### Phonics Book

- The students can be asked to form three rows. Then guide them to join hands and form letter m. They all can cheer and say the sound of letter m. Ask them to say a few words with the sound of letter m. 
- Then remind them that Jas and Daarji were about to learn some more words. They are beginning with the sound of letter m. Tell them that today they are going to know one more place of the sound of letter m in words. For example, lamp, tomato, stamp have the sound of letter m in the middle of these words. Read the story with correct pronunciation and pauses for the students to understand and reflect. Ask them few questions, such as:
  - What does Jas learn?
  - What are the words that Daarji tells him?

- Let the students come up with words having middle sound of letter m. Call them to speak in front of their peers.
- The students can be asked to look at the pictures in exercise D and name them. Then, ask them to pick pink crayon to circle m in the book.
- Ending Sound - Give the students sound cards ending with the sound of letter m. Let them read after you and point at the ending sound of letter m. Tell them that Jas is happy as he has learnt new words. Are they happy too? They can be encouraged to say the words that they have learnt.
- Read and explain the statement in exercise E for the students to trace m and complete the words. They can frame short sentences for each picture given.

**MUST DO**

10 MIN.

**SHOULD DO**

05 MIN.

**COULD DO**

10 MIN.

**MUST DO**

10 MIN.

**COULD DO**

05 MIN.



**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Divide the class into two teams. Ask each team to tell the words with the beginning, middle and ending sounds of letter m. The team to say maximum words wins a star.
- Divide the class into three groups. Each group can be asked to tell words with the beginning, middle and ending sounds of letter m.

### Home Task

- Parents can help the child to make a word game with the beginning, middle and ending sounds of letter m. It can be cards with words on one side and a relevant picture on the other side.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• hold crayons</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• be able to interact with peers and teachers</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• know and tell about spider</li> <li>• use specific clues for picture comprehension</li> <li>• comprehend the story and draw inferences and be able to answer based on it</li> <li>• make a simple word game</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• communicate their ideas about the picture using simple words or home language</li> <li>• identify the sounds of letters p and m</li> <li>• form new words with the beginning, middle and ending sounds of letters p and m</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• draw or paste picture things beginning with the sounds of letters p and m</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• help their elders at home</li> <li>• understand and follow the class norms</li> </ul>

# Theme 3: I Love Birthdays

Lesson 7: Sound of Letter I

Lesson 8: Sound of Letter D

Lesson 9: Sound of Letter N



5 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, letter cards, word wheel, expression cards and CRM signs, Learning Kit, anchor chart



Fast Phonics Digital Programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of the sounds of letters i, d and n
- blend phonemes/syllables into words
- develop effective communication skills
- develop sharpness in sensorial perceptions

### Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter I

#### Beginning Sound

**Place:** Digital Classroom/Projector Room

#### Phonics Book

- The students can be shown CRM signs (red and green cards) and instructed to start when they see green card and stop when they see the red card. Show green card and ask them to walk seven steps. Then, show red card to stop and form two lines. Then they can raise their arms and move their hands or clap.

**P.S.** Ensure that space is created before beginning the class for the students to move around.

COULD DO

5 MIN.

#### REaMS

- Open Activity 3 of Peak 2 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw an 'insect' and an 'iguana'. You may say, "Yes, that's right. We saw an insect and an iguana eating a leaf. Have you seen an insect or an iguana on a plant or a tree?" You may then ask, "Which letter comes at the beginning of the words- insect and iguana?" Some of

them may point to letter l. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of letter i as you repeat the sentence 'iguana and insect in a tree' and ask students to repeat after you.

SHOULD DO

05 MIN.

- Open Activity 5 of Peak 2 on your REaMS teacher dashboard. Show the sound squares to the students and inform them that they will be identifying the sounds and finding the correct matching pictures for them. You may say, "Which letter has the sound m (say the sound of letter m) as in mouse?" Encourage students to repeat the sound along with the audio. You may continue the activity for the sound of letter i in the same way.

MUST DO

05 MIN.

### Phonics Book

- Show the green card and ask the students to sit in a circle for the story time. Place Sam's standee and tell them that she has come to play a game. They must listen attentively.
- Read the story with correct pronunciation and pauses and ask questions, such as:
  - What are the children playing?
  - Where is Sam standing?
  - What does she draw?
- Encourage the students to talk about their own classroom and activities. They may use short, simple words or their home language.
- Show flashcards with the pictures to identify words with letter l and i. Then ask them to repeat the words and notice the different sounds of l that the words beginning with i. Let them add more words to the given list.
- Ask them to air trace letter l. Read and explain the statement to the students and ask them to identify the pictures in exercise A on page 25.

COULD DO

05 MIN.

MUST DO

10 MIN.

SHOULD DO

05 MIN.

SHOULD DO

05 MIN.



**Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given an anchor chart for the words with the beginning sound of letter i. Then, they could read them aloud and tell the different sounds that l makes.

### Home Task

- Complete Peak 2\_Phonics\_Letter li worksheet.
- Parents can ask the child to identify the pictures in exercise B on page 25 and trace l to complete the words.

## Period 2:

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Use CRM signs to organise the class. Let them sit in two semi-circles and clap.

COULD DO

05 MIN.

- They can be shown flashcards for words with the middle sound of letter i – nib, pin, pit, zip and hill. Ask them to read each word after you and identify the place of the sound of letter i.

**SHOULD DO**   
10 MIN.

- Read the given story and ask the students to tell the words for Jas's drawing. Point at the sound of letter i in the middle.

**MUST DO**   
10 MIN.

- Students can be asked to name the objects in exercise C. Read them aloud. Then ask them to trace letter 'i' to complete the words.

**MUST DO**   
05 MIN.

- Place the letter cards, for exercise D on page 27, on the table or pin them up on board. Guide the students to form new words with 'in' and 'it' sounds in the word wheel by adding the given letters. Guide them to read the words formed at least thrice. After an oral drill, ask them to pick a crayon of their choice and write the words in the space provided.

**MUST DO**   
10 MIN.

- A Note for the Teacher: The students should not be assessed on tracing or writing of the letters that have not been taught.



**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given letter cards to form words with the middle sound of letter i.

### Home Task

- Parents can enjoy the letter recognition exercise E with the child. Guide him/her to identify every l and i in the given letters and circle it with a green crayon.
- Practice word formation by joining the letters in the word wheel of exercise D (already taken up in the class).

## Period 3: Sound of Letter D

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Ask the students to enact playing the drum and dance. Then point at the beginning sound of both the actions, that is, the sound of letter d. Show them the flashcards with the pictures of dice, door, drum, and doll. Ask them to name the objects. They can be asked to share their experience how they play with a 'dice'.

**COULD DO**   
05 MIN.

### REaMS

- Open Activity 7 of Peak 2 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'dog' and a 'dinosaur'. You may say, "Yes, that's right. We saw a dog and a dinosaur. How many of you like dogs? Who has a dog at home? Can you tell me what letter do the words dog and dinosaur begin with?" Some of them may point to letter D. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of letter d as you repeat the words 'dogs', 'dig', 'dinosaur' and ask students to repeat after you.
- You may ask students to share some words that have the sound of letter d. Give them suggestions such as doll, duck, door and so on.

**SHOULD DO**   
05 MIN.

- Open Activity 9 of Peak 2 on your REaMS teacher dashboard. Inform students that they will hear different sounds from or behind the trees. Encourage them to listen to the sounds carefully and find their matching snowballs. Allow them to hear, identify and say the sounds at their own pace.

**MUST DO**   
05 MIN.

### Phonics Book


- Ask the students to describe the picture in simple, short sentences or their home language. Read the story on page 28 and ask few questions to answer, such as:
  - What do Jas, Maria, Lina, Sam and Ryan do?
  - What is in the room?
  - Discuss what all they do in the evening.
- Next, ask them to look at the pictures in exercise A and name 'd' words. Then, they can trace the words with a crayon/pencil and read them aloud.
- Show flashcards with animals in exercise B to the students and ask them to name each one. Then, they can be asked to name the letter each animal begins with and trace their names on page 29.

**SHOULD DO**   
10 MIN.

**MUST DO**   
05 MIN.

**SHOULD DO**   
10 MIN.

**COULD DO**   
10 MIN.

 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Ask the students to sit in two groups. Then give them one sheet to draw pictures of objects that begin with d sound.

### Home Task

- Complete Peak 2\_Phonics\_Letter Dd worksheet.
- Parents can help the child in finding the words in the word search in exercise C, D and E on page 29 and 30. Ask him/her to name the objects shown on page 30 and identify the middle sound of letter d. Then trace letter 'd' to complete the words. They can match the words to their pictures.

## Period 4: Sound of Letter N

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Ask the students to stand in a triangle. Then ask them to tap their head, then forehead, nose and chin. Let them name the parts. Then they can go back to their seats and get ready for the class.

**COULD DO**   
05 MIN.

### REaMS

- Open Activity 10 of Peak 2 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'nurse' and 'nails'. You may say, "Yes, that's right. We saw a nurse and some nails. Can you tell me which letter comes at the beginning of words- nurse and nails?" Some of them may point to letter N. Encourage students to tell you what sound the words begin with.

Allow students to independently say the sound. Emphasise on the sound of letter n as you repeat the sentence 'nails', 'for the nurse' and ask students to say after you.

- You may ask students to say some words that have the sound of letter n. Give them suggestions such as nose, neck, nest and so on.

SHOULD DO

05 MIN.

- Open Activity 11 of Peak 2 on your REaMS teacher dashboard. Show the sound squares to the students and inform them that they will be identifying the sounds and finding the correct matching pictures for them. You may say, "Which letter has the sound n (say the sound of letter n) as in nails?" Encourage students to repeat the sound along with the audio. You may continue the activity for the sound of letter d in the same way.

MUST DO

05 MIN.

### Phonics Book

- Place Ryan's, Jas's, Lina's, Sam's and Maria's standee at the centre such that they face the students. Read the story for the students loud and clear. The students can be asked to clap as they hear the words with the beginning sound of letter n. Then ask them few questions to answer, such as:

- What are they playing?
- What do the children look at?
- What are they doing with the pictures?
- The students can be asked to talk about the games they play with their friends. Also, they can be encouraged to retell the story in their own words, may be their home language.

MUST DO

10 MIN.

- Ask the students to air trace the letter n. Then, show them the pictures in exercise A to identify. Tell them to pick a crayon of their choice and trace n in the words given on page 32.

SHOULD DO

05 MIN.

- Read the story on page 33 for the students to know about the middle sound of letter n. Ask them to read and colour the words with middle sound of letter n in the exercise C.


MUST DO

05 MIN.

- Show the flashcards with the pictures to identify words ending with the sound of letter n, as in ten, pan, fun, bun, run and so on. Let them add to the word list. Ask them to listen to the story and clap on hearing the words ending with the sound of letter n.

SHOULD DO

05 MIN.

 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

COULD DO

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- You could give flashcards with letters to the students, to form new words with the beginning, middle and ending sounds of letter n. The students can show the word cards on the display board and say the word.

### Home Task

- Complete Peak 2\_Phonics\_Letter Nn worksheets.
- Parents can guide the child in exercise B page 33 to take the bird Nelly to her nest. Read the words aloud for practise.
- Help the child in identifying the words with the ending sound of letter n on page 34 in exercise D. Then tell him/her to point at N and n in exercise E and circle it with an orange crayon.

## Period 5: Let's Talk

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Form small groups of three students each. Ask them to describe the place they go with their parents for buying things like toys, clothes, and so on. They can talk to their partners and discuss.
- Ask the students to open the book at page 35 and look at the picture closely. Then point and name each object and help them frame short, simple sentences to describe it. Encourage them to talk about the various places shown in the picture and what people buy there.

**COULD DO**

10 MIN.

**MUST DO**

15 MIN.

### Let's Practise

- Show flashcards with the sight words, high-frequency words and decodable words to the class. Hold each card facing them to enable them to recognise the words and repeat after you. After the oral drill, the students can be asked to write the words in the space provided on page 36.

**SHOULD DO**

15 MIN.



**eBook** can be used to recapitulate the concepts taught in class

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Form two teams of the students. Give them word practice by arranging the cards on the table for them to pick and read one by one.

### Home Task

- Parents can help the child use the vocabulary words on page 36 in simple, short sentences.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>draw, colour pictures</li> <li>hold crayons and develop fine motor skills</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>be able to interact with peers and teachers</li> <li>understand and respond positively to different thoughts and preferences of other children</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>comprehend the story and draw inferences/able to answer based on it</li> <li>make a simple word game of word wheel for word formation</li> <li>recognise the characters of the story as standees</li> <li>differentiate the high frequency words, decodable words and sight words</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>describe the pictures using simple words or home language</li> <li>identify CVC words</li> <li>forms new words with the beginning, middle and ending sounds of letters i, d and n</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>explore and play with their own voice and spaces to create dance and movement</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>help their elders at home</li> <li>understand and follow the class norms</li> </ul>

# Theme 4: I Love Wednesdays

Lesson 10: Let's Repeat

Lesson 11: Sound of Letter G

Lesson 12: Sound of Letter O



3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, letter cards, expression cards and CRM signs, Learning Kit, Lina's standee, anchor chart



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of the sounds of letters g and o
- blend phonemes/syllables into words
- develop effective communication skills
- develop sharpness in sensorial perceptions

### Note to the Teacher:

- REAMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Let's Repeat

#### Beginning Sound

**Place:** Digital Classroom/Projector Room

#### Phonics Book

- Form two teams of the students using CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down). Once they are settled, ask them to close their eyes and breathe deeply at least ten times. As they are ready for the class now, show the expression cards of 'happy'. Next, show them flashcards with the pictures of the words beginning with the sounds of letters n, d, m and i. Let them recognise each object and identify the sounds they begin with. Each team wins a smiley for the correct responses.


COULD DO

5 MIN.

## REaMS

- Open Activity 14 of Peak 2 on your REaMS teacher dashboard. Inform students how different letter sounds make a word, just as they saw that the sounds of letters m, a and t, when joined together, make the word 'mat'. However, some words are tricky to decode as they have letters that make different sounds, like the word 'said'. Help students decode the word by sounding out each letter - s, ai, d. You may keep pausing the video to let students hear and say each sound before they blend.
- Additionally, tell the students to take a picture of these tricky words in their minds. This will help them remember the words- the, you, said, they, some, one, are, was, and were. Encourage students to repeat each word after you say it. You may call students at random and ask them for any of the tricky words. **MUST DO** 10 MIN.
- Open Activity 18 of Peak 2 on your REaMS teacher dashboard. Inform students that they will see one word and two pictures at a time. They have to read the word and choose its matching picture. You may call students at random to do the activity. Use CRM signs to encourage students to raise hands and take turns to answer. **SHOULD DO** 05 MIN.

## Phonics Book

- Ask the students to open the book at page 37. Read and explain the statements for the students, to read the words aloud and colour the block with the same starting sound. **SHOULD DO** 05 MIN.
  - Form a semi-circle with the students and you may stand in the middle. Instruct them to listen carefully and number the answers, as you read the listening text on page 94. Once they are done, you may have a repeat exercise for the same. **SHOULD DO** 05 MIN.
  - Form small groups of three students each. Give them flashcards with letters from their learning kits. Guide them to form three-letter words by placing the flashcards together. Go around the class and observe them. Once they have formed at least three words, you may ask each group to say the words, taking turns. **MUST DO** 10 MIN.
  -  **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home. **COULD DO** 10 MIN.
- eBook** can be used to recapitulate the concepts taught in class.

## Additional Suggested Activity

- You may give sound cards from the learning kit to the students. Ask them to pick each card, read the word aloud and say the sound it begins with.
- You may ask students to take old business cards. Then, ask them to draw pictures for the words with the sounds of letters m, n, d and i.

## Home Task

- Complete the following worksheets:
  1. Peak2\_ Phonics\_Sound out. Blend. Read.
  2. Peak2\_ Phonics\_Full circle
  3. Peak2\_ Phonics\_Read. Draw. Write
- Parents can guide the child to do exercises D, E and F. Help him/her read the pictures and complete the exercises.

## Period 2: Sound of Letter G

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Form three rows of students using CRM signs. Ask them to identify the pictures (girl, goat, grapes, gum boots and so on). Show one card to each row to recognise the words and the sound they begin with, that is, the sound of letter g. Then, ask them to repeat the sound of letter g and add more words to the list. Guide them to air trace G as you do it on the whiteboard. Repeat the exercise till they all get it right. Then, ask them to open the book at page 40 and point at every G and g in exercise A. Next, they can be asked to circle every G and g with an orange crayon.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 1 of Peak 3 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'goat' and a 'girl'. You may say, "Yes, that's right. We saw a goat and a girl trying to get a goal. Which letter comes at the beginning of the words- goat and girl?" Some of them may point out the letter G. Encourage students to tell you the sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of the letter g as you repeat the sentence 'can the girl get a goal' and ask students to repeat after you.

- Ask students to think and share some words that have the sound of letter g. Give them suggestions, such as gift, garden, guitar and so on.

**SHOULD DO**

10 MIN.

- Open Activity 2 of Peak 3 on your REaMS teacher dashboard. Tell students that they will see the letter g and they have to find the matching snowballs for the sound of letter g. Let them hear, identify and say the sounds independently.

- Additionally, you may ask students to follow you and trace the letter G in the air, on the floor, or on a partner's back, using their finger.

**MUST DO**

05 MIN.

### Phonics Book

- Form a semi-circle of the students for the story time. Place Lina's standee at the centre. Remind them to listen attentively and clap when they hear the word beginning with the sound of letter g. Read the story with the correct pronunciation and pauses. Then, ask a few questions, such as:

- Who is eating lunch?
- Where does Lina go?
- What does she open?
- What does she do in the activity book?
- Encourage them to talk about what they all do in their activity book.

**P.S.** Tell the students that Lina calls her mother 'Mama' and her father 'Pa'.

**MUST DO**

05 MIN.

- After the story, ask the students to look at the pictures in exercise B and name them. Then, pick a crayon of their choice and circle the objects that begin with the sound of letter g.

**COULD DO**

05 MIN.

- Then, give them more 'g' words like sugar, eagle, tiger and finger for oral drill. Ask them to point at the sound of letter g. Explain that these words have 'g' in the middle of the word. Give them a collection of words or the sound cards from the student's kit to identify the position of 'g'. Once they have understood the position of 'g' at the beginning and in the middle, you may introduce the words ending with the sound of letter g like leg, peg, mug, king, swing and

**MUST DO**

05 MIN.

so on. For this, they may be given letter cards to place and form new words with the three positions of the sound of letter g.

- Call one student and ask her to hold the letter card for 'g'. Then make her sit between two students and then at either sides. Explain to the students that 'g' can change places in words and from beginning it could go in the middle or at the end of a word. Then give them a word list to circle the letter g and identify if it is at the beginning, middle or at the end.

**SHOULD DO**

05 MIN.



**Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- Show an anchor chart with 'g' words for the given pictures to the students. Pin it on the display board such that you can cover/hide the letter 'g' with a card or paper. Ask the students to recognise the pictures. Read the words and tell the letter hiding behind the cover. Once they have tried, reveal the word pointing at the position of the sound of letter g. Repeat the exercise to give them more practice.

### Home Task

- Complete Peak3\_Phonics\_Letter Gg worksheet.
- Parents can sit comfortably with the child and guide him/her to complete exercises F and G. Read the statement and ask him/her to identify the picture and name the objects. Lastly, write the letter 'g' to complete the words.

## Period 3: Sound of Letter O

**Place:** Digital Classroom/Projector room

### Phonics Book

- Give a sheet and hand paint to the students. Ask them to dip their palms in the paint and print them on the sheet. Leave the sheet for drying. Then, they can make eyes on the palm and fingers can be taken as the arms of an octopus. Tell them that we have five fingers but an octopus has eight arms. Point at the beginning sound of letter o in octopus. Ask them to repeat the sound of letter o after you and name a few objects that begin with an the sound of letter o. Oral drill can help them practise the words with the sound of letter o.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 3 of Peak 3 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw an 'octopus' and an 'orange'. You may say, "Yes, that's right. We saw an octopus on an orange. How many of you like oranges? Which letter comes at the beginning of the words- octopus and orange?" Some of them may point out the letter O. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of the letter o as you repeat the words 'octopus on an orange' and ask students to repeat after you.
- Open Activity 4 of Peak 3 on your REaMS teacher dashboard. Show the sound squares to the students and inform them that they will be identifying the sounds and finding the correct

**SHOULD DO**

05 MIN.

matching pictures for them. You may say, "Which letter has the sound o (say the sound of letter o) like in orange?" Encourage students to repeat the sound along with the audio. You may continue the activity for the sound of the letter g in the same way.

**MUST DO**

05 MIN.



### Phonics Book

- Place Lina's standee at the centre and tell the students that today, Lina has come with a special activity. They must listen attentively and clap on hearing the words that begin with the sound of letter o. Then read the story on page 45 loud and clear for the students to comprehend and answer questions, such as:
  - What does Lina do in the activity book?
  - What is the activity?
  - What does she make?
  - Why does she laugh?
  - What does she read?
- Encourage the students to read and add to the given list of words with the sound of letter o. Then ask them to identify the pictures in exercise A and match the words to the given pictures.
- Show the pictures of a box, a log and a top and ask the students to name them. Repeat the exercise with more words of the sound of letter o. Point at the position of the sound of letter o in the middle. Then, ask them to circle the words that rhyme with the given picture in exercise B.
- Once the students have identified the words with the sound of letter o in the beginning and the middle of the words, ask them to read the pictures and name the objects in exercise E on page 47. Let them point at the ending sound of letter o in potato, mango, tomato and so on. Read the stories on page 47 for the students to answer questions, such as:
  - Which page of the activity book is Lina working on?
  - What does she see?
  - Which is her favourite fruit?
- Encourage them to talk about their favourite fruits and add more words to the list, identifying the position of the sound of letter o simultaneously.

**MUST DO**

10 MIN.



**SHOULD DO**


05 MIN.



**MUST DO**

10 MIN.



 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- The students can work in three groups. The first group will read the words beginning with the sound of letter o, the second group will read the words with the middle sound of letter o and the third group will read words with the ending sound of letter o.

### Home Task

- Complete Peak 3\_Phonics\_Beginning Sounds worksheets.
- Parents can play a word game with the child. Ask him/her to repeat the words after you and identify the position of the sound of letter o. Use the sound cards in the Learning kit.
- Help the child complete the exercises D and E in the book. Point at the position of the sound of letter o in the words.
- Make a toy octopus using old things like jute strings, a glove and so on.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold crayons and develop fine motor skills</li><li>• identify things that can be eaten</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• be able to interact with peers and teachers</li><li>• understand and respond positively to different thoughts and preferences of other children</li><li>• express their like and dislikes</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend the story and draw inferences/be able to answer based on them</li><li>• recognise the characters of the story as standees</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recapitulate the sounds of letters m, n, d and l done in previous themes</li><li>• describe the pictures using simple words or home language</li><li>• identify CVC words</li><li>• forms new words with the beginning, middle and ending sounds of letters g and o</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and make a toy octopus using old stuff, such as jute strings, a glove and so on.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow a schedule for activities at home</li><li>• understand and follow the class norms</li></ul>

# Theme 5: I Love Thursdays

Lesson 13: Sound of Letter C

Lesson 14: Sound of Letter K and ck

Lesson 15: Let's Repeat



5 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, letter cards, a lock, a key, a box, sheets with the outline of a rocket, expression cards and CRM signs, Learning Kit, anchor chart



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of the sounds of letters c, k and the diagraph ck
- blend phonemes/syllables into words
- develop effective communication skills
- develop sharpness in sensorial perceptions

### Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter C

**Place:** Digital Classroom/Projector room

#### Phonics Book

- Form pairs of the students using CRM signs. Give each one of them a sheet, glue and cotton. Guide them to paste cotton on the clouds (already drawn on the sheet). Help them frame simple sentences to talk about the clouds. Then ask them for the sound of the word 'cloud' begins with, that is, the sound of letter c as the sound of letter k in kite. Show them more pictures or objects to identify and say the beginning sound.

COULD DO

5 MIN.

#### REaMS

- Open Activity 7 of Peak 3 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Use CRM signs to encourage students to raise their hands and take turns to answer. Some of them may say that they saw a 'cat' and a 'caterpillar'. You may say, "Yes, that's right. We saw that a cat curls up with a caterpillar. How many of you have cats at home?" Can you tell me which letter comes in the beginning of the words- cat and caterpillar?" Some of them may point to letter C.

Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise the sound of letter c as you repeat the sentence 'cat curls up with caterpillar' and ask students to repeat after you.

**SHOULD DO**   
05 MIN.

- Open Activity 8 of Peak 3 on your REaMS teacher dashboard. Tell them that each furball has different sounds. Listen to them, identify the correct sound that matches the sound of letter c, drag and drop them into the bucket.
- Additionally, you may ask students to think of some words that have the sound of letter c. Give them suggestions, such as corn, cap, cake and so on. Use some of the words to practice oral blending in the class.

**MUST DO**   
10 MIN.

### Phonics Book


- Ask the students to air trace letter c and say one word that begins with the sound of letter c as in 'cat'. Then ask them to open their books at page 48 and draw a cloud around every c in exercise A. They can first speak a word with the sound of letter c before drawing the cloud.
- Place Maria's standee and ask students to greet her. Show the picture on page 48 and ask the students to describe it. Ask the students to listen attentively as they are going to have story time. Read the story on page 48 loud and clear with the correct pronunciation for the students to follow. Read the story at least twice before having the QA session. The questions may be, such as:

**COULD DO**   
05 MIN.

- Where is Maria?
- Where does she look?
- What does she see in the sky?
- Why does she feel happy?
- The students can be asked to describe their experience of watching the clouds in short, simple sentences or their home language.
- Show the flashcards with the pictures of a cake, a carrot, a corn and a cap for the students to identify the sound they all begin with and name them. Then read the statement for the exercise B and ask the students to match the words to the pictures. Repeat the correct answers and ask them to check if they have got the answers right.

**MUST DO**   
10 MIN.

**SHOULD DO**   
05 MIN.

 **Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**COULD DO**   
10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- You could place the letter cards and pictures on the table and ask the students to match them by placing the picture on the letter card or vice-versa.

### Home Task

- Complete Peak 3\_Phonics\_Letter Cc worksheet.
- Parents can guide the child to open the book at page 49. Then, read the words and help their child colour the carrots that have the words beginning with the sound of letter c in exercise C.
- Take the child to the park and see if he/she can find caterpillar on leaves. Or, you could show a movie clip of a caterpillar eating leaves. Then, explain how the caterpillar begins with the sound of letter c and eats leaves. The parents can help the child to complete the words in exercise D with the letter c.

## Period 2: Sound of Letter K and ck

**Place:** Digital Classroom/Projector Room

### Phonics Book

- Place Maria's standee and a box with a key hidden among crayons in front of the class. Show a lock to the students and ask them to find its key in the box. Take it to each one and ask them to tell the beginning sound of 'key'.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 10 of Peak 3 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'Kangaroo' and a 'key'. You may say, "Yes, that's right. We saw a kangaroo and a key. How many of you have seen kangaroos in a zoo? Have you seen a key at home? Which letter comes in the beginning of the words kangaroo and key?" Some students may point out the letter K. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise the sound of letter k as you repeat the sentence 'kangaroo keeps the key' and ask students to repeat after you.
- Open Activity 12 of Peak 3 on your REaMS teacher dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'caterpillar', a 'clock', a 'key', and a 'cuckoo'. You may say, "Yes, that's right. We saw a 'caterpillar', a 'clock', a 'key', and a 'cuckoo'. How many of you have seen a cuckoo in a zoo?" You may then ask "Which letter comes at the end of the words- tick, tock and clock?" Some of them may point out the letter k. Encourage students to tell you what sound the words end with. Allow students to independently say the sound. Emphasise the sound ck as you repeat the sentence 'tick-tock, tick-tock, cuckoo clock' and ask students to repeat after you.
- Additionally, you may ask students to think and share some words that have the sound of letter k (in the beginning) and the sound ck (at the end). List down the words, given by students, on the board and circle their respective sounds of letter k and the sound ck.

**SHOULD DO**

05 MIN.

**MUST DO**

10 MIN.

### Phonics Book

- Ask the students to open the book at page 50 and describe the picture. They can tell what they think Maria is doing. Show CRM sign 'Wait, Listen' and instruct them to listen attentively as you read the story on page 50. Read it loud and clear for the students to comprehend and answer the questions, such as:
- Who comes to Maria's room?
- What does he ask her?
- Where are the keys?
- You may explain to the students how Maria helps Baba. Let the students share how they help their parents. They can speak in simple, short sentences or their home language.

**MUST DO**

10 MIN.

**P.S.** Tell the students that Maria calls her father 'Baba'.

- Ask the students to pick a crayon of their choice and circle every K and k in exercise A. They may pronounce the sound each time they circle the letter.
- Guide them through the exercise B as they say the words aloud after you. Then, write the sound that each object begins with.

**SHOULD DO**

05 MIN.

**SHOULD DO**

05 MIN.



**Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given a set of locks and keys. Ask them to match the numbers of the locks to those of the keys.
- They may be asked to hop like a kangaroo and say the sound kangaroo begins with.

**P.S.** Create enough space in the classroom for them to hop.

### Home Task

- Complete Peak3\_Phonics\_Sound out. Blend. Read worksheet.
- Help the child paste two pictures of objects that begin with 'k' and bring the sheet for a class display.

## Period 3

**Place:** Digital Classroom/Projector room

### Phonics Book

- The students are divided into two rows. Give them two flashcards with K and k to identify. Then let them say one word that begins with the sound of letter k. Every student, from both the rows to say the correct word, will come and write k on the board.
 

**COULD DO**

15 MIN.
- Show the pictures of a baker, a joker and a donkey to the students. Ask them to say if they have the sound of letter k. Wait for them to answer and confirm that these words have the the sound of letter k in the middle. Then, guide them to open the book at page 51. Read and complete the words in exercise C with 'k'. They can add more words to the list.
 

**SHOULD DO**

10 MIN.
- Use CRM signs to manage the class. Then, ask them to name the pictures as you show the flashcards with a duck, a sock, a clock, a lock and a sack. You may have to guide them and point at the ending sound of each word, that is, the sound ck. Next, tell them to listen to the story of Maria as she is getting ready for school. They must snap their fingers twice as they hear a word ending with sound ck. Also, they can complete the words in exercise D with the digraph ck.
 

**MUST DO**

15 MIN.
- Form groups of four students each. Give them letter cards to join and form new words ending with sound ck. Then, write the words in the blanks provided in exercise E.
- A Note for the Teacher: the students should not be assessed on tracing or writing of the letters that have not been taught.



**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

05 MIN.

### Additional Suggested Activity

- You could divide the class into three groups. Instruct them to answer when they are shown green card and stop when they see the red card. Give short, clear instructions to the

students that each group will say a word with the beginning and middle sound of letter k and the ending sound of ck. Begin round 1 and show them a letter card for the sound of letter k. Let each group say a word with it. Round 2 can be for words with the middle sound of letter k. Round 3 will be for words ending with sound ck. Round 4 could be when each group is given one of the three letter cards to say words with. Repeat the activity for better vocabulary development of the students.

### Home Task

- Parents can sit with the child in a cosy corner. Help him/her open the book at page 53. Then, read the words given in exercise F and ask him/her to follow you.

## Period 4: Let's Repeat

**Place:** Digital Classroom/Projector room

### Phonics Book

- Show CRM signs and ask the students to form a circle. They play the rhyme 'Hickory, Dickory, dock' or you may sing for them to follow and enact. Repeat the recitation at least thrice.

**COULD DO**   
05 MIN.

### REaMS

- Open Activity 17 of Peak 3 on your REaMS teacher dashboard. Inform students that they will see one word and two pictures at a time. They have to read the word aloud and choose its matching picture. You may call students at random to do the activity. Use CRM signs to encourage students to raise hands and take turns to answer.

**SHOULD DO**   
05 MIN.

- Open Activity 19 of Peak 3 on your REaMS teacher dashboard. Inform students that they will use the letter tiles and make words. Show the letter tiles and ask students, "What did you hear? Which letter should I choose first to make the word 'pit'?" Allow students to work independently and make the remaining words in the activity. Let them see, hear, say and spell words aloud.

**MUST DO**   
05 MIN.

### Phonics Book

- Guide them to open the book at page 54. Ask them to read it after you and point at sound ck words in the poem as you read each line of the poem. They can pick a purple crayon to circle each each word of sound ck.

**COULD DO**   
05 MIN.

- Place the flashcards, with letters of the words given in exercise B on page 54, on their tables. Then, ask them to find the missing letters and say the complete words after you. Once they have read the words, ask them to write in the blank space provided.

**SHOULD DO**   
10 MIN.

- Show the picture or a toy cow to the students and ask if they know what a cow eats. Then ask them to draw grass on the sheet and colour it. Put it up for class display. Next, they can be asked to open the book at page 55 and listen carefully as you read the list of words. Instruct them to clap once on hearing the words with the sound of letter c. Then they can colour the boxes with words beginning with the sound of letter c and join them for the cow to reach the grass.

**MUST DO**   
10 MIN.



**Fast Phonics** digital programme to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be divided into groups of four. Each student will get the sound card to identify. Correct answers will get a star.

### Home Task

- Complete Peak3\_Phonics\_Making Words worksheet.
- Parents can help the child identify the pictures, name the objects and recognise the sound they begin with, in exercise D of page 56. Then help him/her circle the picture that begins with the same sound.

## Period 5: Let's Read

**Place:** Digital Classroom/Projector room

### Phonics Book

- Form groups of four students each. Give them parts of rocket to be pasted on the sheet with the outline of a rocket. Ask them to say what it is used for. Then, talk about the rocket sent by the country on space missions.
- Ask the students to open the book at page 57 and describe the rocket in their own words. Encourage them to use simple, short sentences or their home language. You may have to guide them to frame short and meaningful sentences.
- Form a big circle of the students using CRM signs. Read the poem aloud with proper intonation for the students to follow. Let them read the poem, enact with you and enjoy.

**SHOULD DO**

15 MIN.

**MUST DO**

10 MIN.

**SHOULD DO**

15 MIN.

**COULD DO**

10 MIN.



**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be asked to draw a rocket on a sheet and colour it. Also, they can weave a story, telling to which planet they would like to send their rocket.

### Home Task

- Parent can watch a short movie of rocket and space with the child. Tell him/her about the latest achievements made by the Indian Space Research Organisation.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• hold crayons firmly and colour the pictures</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• be able to interact with peers and teachers</li><li>• understand and respond positively to different thoughts and preferences of other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend the story and draw inferences/be able to answer based on them</li><li>• recognise the characters of the story as standees</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• identify the sounds of letters c, k and digraph ck</li><li>• identify new words with the sounds of the letters c and k at the beginning and the middle of words</li><li>• recapitulate the sounds of letters c, o, g and k</li><li>• listen, read, comprehend and retell the story</li><li>• describe the pictures using simple words or home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with own voice, spaces to create dance and movement</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• understand and follow the class norms</li><li>• help parents to find things</li></ul>

# Theme 6: I Love Fridays

Lesson 16: Sound of Letter R

Lesson 17: Sound of Letter E

Lesson 18: Sound of Letter U



3 Periods (40 minutes each)



Peak 4\_Phonics (Letter Rr), Peak 4\_Phonics (Letter Ee), Peak 4\_Phonics (Beginning sounds), Peak 4\_Phonics (Letter Uu), Peak 4\_Phonics (Middle sounds eu)  
Main Coursebook, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, sound cards, crayons, sheets with the outline of a rocket, buttons, sequins, sand, wheat flour, chart paper, tape, chalk



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop listening and comprehension skills
- use expressive and receptive communication skills
- display emergent literary skills and love for reading—identify and differentiate sounds, phonological awareness of the letters r, e and u, print awareness and concepts, recognition of letters

### A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter R

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

#### Phonics Book

- Using CRM signs 'Please Wait, Shh...', the students can be asked to settle down and sing the rhyme 'The Red Rocket' they had learnt in the previous lesson. They may be asked to repeat after you. Show them CRM sign 'Eyes on Me' and ask them to name things that begin with the sound of the letter r just as rabbit begins with the sound r. Then ask them to name five things they see in the classroom. For example, ruler, wallchart, duster, pen, etc. As they name the objects, write them on the board. Then ask them to tick the ones that begin with the sound of letter r. Discuss the objects and encourage the students to tell their uses.

COULD DO

5 MIN.



## REaMS

- Open Activity 1 of Peak 4 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Use CRM signs to encourage them to raise their hands and take turns to answer. Some of them may say that they saw a 'rooster or hen' and a 'road'. You may say, "Yes, that's right. We saw a rooster crossing the road. How many of you have seen a rooster or a hen?" Can you tell me which letter comes at the beginning of the words – rooster, runs and road?" Some of them may point out the letter R. Encourage them to tell you what sound the words begin with. Allow students to say the sound independently. Emphasise the sound of the letter r as you repeat the sentence – Rooster runs across the road. Ask them to repeat after you. **COULD DO** 5 MIN.
- Open Activity 2 of Peak 4 on your REaMS Teacher Dashboard. Tell them that they will see the letter R. Next, they have to find the matching snowballs for the sound of letter g. Let them hear, identify and say the sounds independently. You may pause the video and prompt them to answer. **SHOULD DO** 5 MIN.
- Encourage them to follow you and trace the letter R in the air, on the floor, or on a partner's back, using their finger. You may ask them to think of some words that have the sound of the letter r. Give them suggestions like rabbit, river, rose and so on. **MUST DO** 5 MIN.

## Phonics Book

- Ask the students to sit upright and listen attentively. Show them CRM sign 'Shh..., Eyes on Me' and hold the book opened at page 58. Tell them that they must listen attentively to the story and clap once on hearing the word beginning with the sound of letter r. Read the story with proper intonation and pauses. Ask them a few questions such as
  - Where are the children?
  - What does Maria point at?
  - What do they see in the picture?
  - What does Ryan say?
- Engage the students in a class discussion on rabbit, rocket and the other words that begin with the sound of letter r. Then ask them to retell the story with the characters and the storyline in short and simple phrases or in their home language. **SHOULD DO** 5 MIN.

**A Note to the Teacher:** Read the text for the students. They are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Place Maria's standee in front of the students. Ask them to name the objects they see in the exercise A on page 58 and tell Maria the sound they begin with. Let them complete and repeat the words—rain, rocket, rope and roof after you with correct pronunciation. Next, they can be given a crayon and asked to find R and r in exercise C on page 59 to encircle. **SHOULD DO** 5 MIN.
- Next, read the story for the middle sound of the letter r with proper intonation. Tell them that there are words with the middle sound of the letter r, such as horse, park, dark, shark, etc. Then ask them to open the book at page 60 and name the objects in exercise D. Let them repeat the objects after you. Then ask them to complete the words with letter r in the blanks provided. **MUST DO** 10 MIN.



**Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO**

10 MIN.



### Additional Suggested Activity

- Divide the class into groups of four. Give each group a chart paper and crayons. Then ask them to draw one object each that they think begins with the sound of letter r or has r in the middle. Once they have drawn the pictures, pin them up on the board.

### Home Task

- Complete Peak 4\_Phonics (Letter Rr) worksheet.
- Parents can help the child identify the objects that begin with the sound of the letter r, in the house. Talk to them about the beginning and middle sound of the letter r.
- Help the child to collect pictures from old magazines or newspaper and paste them to make a picture dictionary for the letter R.
- Read and explain the statement in exercise B on page 59. Help the child to spot the objects in the given picture. Ask them to read the word list and describe the picture in simple words or their home language.

## Period 2: Sound of Letter E

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- Divide the class into four groups. Show CRM sign 'Stand in a Line' and instruct each group to stand in E formation made on the floor with a tape or a chalk. Then ask them to raise their arms and move their hands. They can move back to their seats and name the objects that begin with the sound of letter e.

**COULD DO**

5 MIN.



### REaMS

- Open Activity 3 of Peak 4 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw an 'elephant' and an 'egg'. You may say, "Yes, that's right. We saw an elephant enjoying the egg. How many of you have seen an elephant in a zoo? How many of you like eating eggs?" Can you tell me which letter comes at the beginning of the words – elephants, enjoy and eggs?" Some of them may point out the letter E. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of letter e as you repeat the sentence—Elephants enjoy eggs. Ask students to repeat after you.
- Open Activity 4 of Peak 4 on your REaMS Teacher Dashboard. Show the sound squares to the students and inform them that they will be identifying the sounds and finding the correct matching pictures for them. You may say, "Which letter has the sound of letter e, as in elephant?" Encourage them to repeat the sound along with the audio and share at least one word starting with the sound of letter e. You may list these words on the board and help them circle the letters.
- Open Activity 5 of Peak 4 on your REaMS Teacher Dashboard. Ask students to say each letter sound and then blend them together to say the word. Help them decode the word by sounding out each letter, e.g. get - /g/, /e/, /t/; ten - /t/, /e/, /n/. You may keep pausing the video to let students hear and say each sound before they blend.

**COULD DO**

5 MIN.



**SHOULD DO**

5 MIN.



**MUST DO**

5 MIN.




## Phonics Book

- The students can be seated in a semi-circle. Hold the pictures of an egg and an elf and ask them to weave a short story or a poem. Guide them with the support vocabulary. **SHOULD DO**   
5 MIN.
- Read the story on page 61 with proper intonation and ask them to tap their heads once they hear the words beginning with the sound of letter e. Then ask them a few questions to test their understanding of the story. The questions could be
  - Where are the children?
  - What are they doing?
- Engage them in a class discussion on the words beginning with the sound of letter e. Then tell them to complete the words with e in exercise A on page 61. **MUST DO**   
5 MIN.

**A Note to the Teacher:** Read the text for the students. They are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Next, show them flashcards with words like pet, set, wet, net and ask them to read the words after you and identify the position of letter e. Confirm that the sound of letter e is present in the middle of the word. Let them add more words. Then read the story on page 62 with proper intonation and ask them to name the objects in exercise B. Also, guide them to colour the letter that shows the middle sound in bed, pen, ten and hen. **MUST DO**   
10 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class. **COULD DO**   
10 MIN.

## Additional Suggested Activity

- The students can be given a string of old business cards and small pictures. Ask them to work in groups and select the pictures of objects that begin with the sound of letter e. Then paste them on the string of cards. Later, hang the strings in the class for a quick revision.

## Home Task

- Complete Peak 4\_Phonics (Letter Ee) and Peak 4\_Phonics (Beginning sounds) worksheets
- Parents can guide the child to trace letter e in sand in the park or wheat flour. They may also be asked to find things that begin with the letter e at home.
- Help the child circle every E and e in exercise C on page 62. Then circle them with a crayon of their choice.

## Period 3: Sound of Letter U

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be given the cut-outs of an umbrella to colour and put up for display across the classroom. **COULD DO**   
5 MIN.

**P.S.** They may be given sequins or buttons to paste on it.

### REaMS

- Open Activity 7 of Peak 4 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they

saw an 'umbrella' and 'rain'. You may say, "Yes, that's right. We saw an umbrella going up in the rain. How many of you have umbrellas at home? Can you tell me which letter comes in the beginning of the words – umbrella and up?" Some of them may point out the letter U. Encourage them to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise on the sound of the letter u, as you repeat the sentence – umbrellas go up, and ask them to repeat after you.

COULD DO

5 MIN.

- Open Activity 8 of Peak 4 on your REaMS teacher dashboard. Ask them to say each letter sound and then blend them together to say the word. Help them decode the word by sounding out each letter, e.g. mud - /m/, /u/, /d/; cup - /c/, /u/, /p/. You may keep pausing the video to let students hear and say each sound before they blend. Practise all the words along with the students and complete the activities.

SHOULD DO

5 MIN.

- Open Activity 10 of Peak 4 on your REaMS Teacher Dashboard. Tell them that they are going to fly the flag by using the letters to make the words. You may keep pausing the video to let students see, hear and say each sound before they spell the words- mud, run, men, rug, sun.

MUST DO

5 MIN.

### Phonics Book

- Show CRM signs 'Eyes on Me, Shh..., Please wait' and arrange the students in a U formation. Point at the umbrellas displayed in the classroom and appreciate their artwork. Next, the students can be asked to listen attentively and clap once on hearing the words that begin with the sound of letter u. Read the story with proper intonation. You may ask them a few questions such as
  - Which period is it?
  - What do the children make?
  - Whom do they show their craft work?
- Engage the students in a discussion on umbrella and help them retell the story in simple words or in their home language. They may refer to their experience in craft classes or may describe their craft work.

SHOULD DO

10 MIN.


**A Note to the Teacher:** Read the text for the students. They are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask them to work in pairs and circle every U and u in exercise A on page 63.
- Show them flashcards for 'under', 'uncle' and 'until' to repeat after you. Then help them find words in the word search in exercise B on page 64.
- After the discussion on the beginning sound of U, introduce words with the middle sound of the letter u through the story on page 64. Read the story with correct pronunciation and proper intonation. They may raise their hands on hearing the word with the middle sound of the letter u.
- Read and explain the statement in exercise D on page 65. Then ask them to write the new words formed in the blank space provided.

MUST DO

10 MIN.

**A Note to the Teacher:** The students should not be assessed on the tracing or the writing of the letters that have not been taught.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

COULD DO

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be seated in groups of three. They can be given the sound cards. Ask them to read and hold the cards with the words that have middle sound of the letter u. The group to pick the maximum number of words gets the smiley.

### Home Task

- Complete Peak 4\_Phonics (Letter Uu) and Peak 4\_Phonics (Middle sounds eu) worksheets
- Parents can guide the child to identify the objects in exercise C and match them with the correct middle sound.
- Read and explain the statement in exercises E to the child. They will form new words by replacing the middle sound of each word with that of the letter u. Then find them in the picture given.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show balance and coordination of fine motor muscles while tracing or colouring</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• respond positively to different thoughts and preferences of other children</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the words that begin with the sounds of letters r, e and u</li><li>• recognise the words with the middle position of the sounds of the letters r, e and u</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen and follow short instructions</li><li>• recapitulate the sounds of r, e and u</li><li>• listen, comprehend and retell the story using simple words or their home language</li><li>• describe the pictures using simple words or their home language</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore and play with different material to create a 2D or 3D artwork</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• adopt class norms and engage in class activities</li></ul>

# Theme 7: I Love Fun Days

## Lesson 19: Let's Repeat

## Lesson 20: Vowels and Consonants

## Lesson 21: Sound of Letter L



4 Periods (40 minutes each)



Peak 4\_Phonics (Sound out. Blend. Read.), Peak 4\_Phonics (Say it. Make it. Write it.), Peak 4\_Phonics (Sound out. Blend. Read. 2 syllables), Peak 4\_Phonics (Making CVC words), Peak 4\_Phonics (Read. Draw. Write), Peak 5\_Phonics (Letter Ll)

Main Coursebook, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, sound cards, crayons, sheets



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness of vowels and consonants
- use expressive and receptive communication skills
- use effective verbal and non-verbal communication skills
- develop vocabulary and use language for a variety of purposes
- display emergent literary skills and love for reading

### A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Let's Repeat

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

#### Phonics Book

- Divide the class into two teams using CRM signs for non-verbal instructions such as 'Stand in a Line'. Then ask them to jump on the spot and raise their hands to clap.

COULD DO

5 MIN.


#### REaMS

- Open Activity 11 of Peak 4 on your REaMS Teacher Dashboard and watch it along with the students. Tell them that they will hear different sounds they have learnt from or behind the trees. They have to listen to them carefully and identify matching snowballs. You may keep pausing the video and prompt the students to answer. You may invite a few students to come one by one and do the activity.

- Also, you may ask students to share a word that has the sound of the letters u, r, e, g, c, d respectively. Write the words shared by them on the board and appreciate their effort. **COULD DO** 5 MIN.
- Open Activity 12 of Peak 4 on your REaMS Teacher Dashboard. Tell the students that they will have to help Yeti reach home by identifying a new word 'to'. You may pause the video and prompt them to identify the word. Encourage them to read other words like it, tick, on, odd, rot, toss, top, and so on, before clicking on the correct word 'to'. **SHOULD DO** 5 MIN.
- Open Activity 17 of Peak 4 on your REaMS Teacher Dashboard. Tell the students that they are going to identify some more words and knock them down. You may pause the video and prompt them to identify the words. Also, ask them to identify the beginning sound of the words as well. Once identified by the student, write the word on the board and circle its respective beginning sound. **MUST DO** 5 MIN.

### Phonics Book

- The students can be shown the CRM signs and guided for a circular seating arrangement. Give them flashcards with words – rock, raw, rain, run, red, rope. They can be asked to repeat the words after you. You may show the word search in exercise A on page 66 on the board for them to circle each letter and find the words. **COULD DO** 5 MIN.
- Form four teams of the students. Show one picture to each team to recognise and name the object from the exercise B on page 66. Ask them for the sound used in the middle of each word. Confirm that all these words like hen, net, pen and bed, have the middle sound of the letter e. Ask them to read the words and complete them with the missing letter e. **SHOULD DO** 5 MIN.
- Place slips of paper with words given in exercise C on page 67 on the table. Ask them to lift each slip one by one and read the word with your help. Rest of the class would confirm if the word has the middle sound of u. **MUST DO** 5 MIN.
- The students can first be asked to observe the picture given in exercise D on page 67. You may then ask the students to listen carefully as you read the sentences. Then ask them to number the pictures correctly. **MUST DO** 5 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

**COULD DO** 10 MIN.

### Additional Suggested Activity

- The students can be shown the letters u, r, e, g, c and d and asked to form words with each letter. For each correct answer give them a smiley.

### Home Task

- Complete Peak 4\_Phonics (Sound out. Blend. Read.) and Peak 4\_Phonics (Say it. Make it. Write it.) worksheets.
- Parents can help the child form new words with the beginning and middle sounds of the letters e and u.
- Sit comfortably with the child and read picture stories. Ensure that newly learnt vocabulary is used while retelling the story.

## Period 2: Vowels and Consonants

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be divided into five teams. Each team is given a flashcard with a letter of the alphabet (preferably a vowel). Ask them to think and discuss in their teams to list words with the vowel assigned to them. For example, team 1 will list words beginning with the vowel a, team 2 with the vowel e and so on. Next, ask them to stand up and tell one word team-wise. So, it goes like team-1 apple, team-2 egg, team-3 ink, team-4 orange, team-5 umbrella. Continue playing as long as they enjoy the activity.

COULD DO

5 MIN.



### REaMS

- Open Activity 13 of Peak 4 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw letters from A to Z and an elephant in orange underpants. You may say, "Yes, that's right. How many of you noticed some letters in red? Why were they in red?" Introduce 'vowels' and 'consonants' to the students. Tell them that there are 26 letters in the English alphabet. Five are vowels and twenty-one are consonants.
- Pause the video, let the students see and repeat the phrase 'an elephant in orange underpants' after you. Tell them how this would help them remember the five vowels. Continue playing the video and ask them to identify vowels and consonants in the words – cat and dog.
- Open Activity 15 of Peak 4 on your REaMS Teacher Dashboard. Tell the students that they are going to learn and read words with two syllables. Tell them that beats in the words are called syllables. Every syllable has a vowel in it. You may pause the video and help them to identify the vowels in the word 'basket'. Help them break the word into parts – /bas/ and /ket/. Ask them to repeat each syllable after you e.g. /bas/, /ket/, then blend them together to read the word /basket/. You may pause the video and keep prompting the students. Do the same for other words (e.g. picnic) and complete the activity.
- Open Activity 16 of Peak 4 on your REaMS Teacher Dashboard to practise more words with more than one syllable. You may keep pausing the video as/when required. Ask students to tap on the vowels in the word (e.g. cannot), split the word in two (/can/, /not/), read each syllable and blend them together (cannot) and match the correct picture for the word 'cannot'. Do the same for other words (e.g. pocket, rocket, ticket, carrot) and complete the activity.

COULD DO

5 MIN.



SHOULD DO

5 MIN.



MUST DO

5 MIN.



### Phonics Book

- Give flashcards with the letters of the alphabet to the students. Ask them to hold the flashcards and stand with them. Then call the ones holding the flashcards for a, e, i, o and u and explain that these are called as Vowels. They have different sounds. For example, a as in ant or apple. Also, tell them that we use an before the words beginning with a vowel sound—an ant, an apple, an umbrella, an inkpot. Tell them that they can learn five vowels using mnemonics. For example, **An exit is open upstairs.**
- Next, hang a chart with the English alphabet on the wall. Ask them to put stickers on the five vowels and count the rest of the letters. Explain and confirm that there are 5 vowels and 21 consonants in the English alphabet.

- Read the story on page 69 with proper intonation and pauses. Ask them to listen attentively and retell the story using simple words and phrases. They may use their home language to describe the events of the story. Ask them simple questions to test their comprehension of the story. The questions could be
  - Who had a big fight?
  - What do the consonants say?
  - How do the vowels feel?
  - What do the vowels decide to do?
  - What do the consonants say?
- Engage the students in a discussion on vowels and consonants. Also, explain the message conveyed through the story that everyone is important. We must work as a team just like the vowels and consonants. Let them retell the story one by one.

**MUST DO**

10 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.


- Point at the pictures in exercise A on page 70 and ask the students to name the objects. Also, tell them to read the vowels in the box and complete the words using the vowels. Confirm the correct responses and write them on the board for them to see.
- Tell the students to look at the pictures in exercise D on page 71. Then name the objects and ask them to try to spell them RAT, RED, PIN, LOG. Ask them to tell the vowel sound used in each word. They can repeat the words.

**SHOULD DO**

5 MIN.

**SHOULD DO**

5 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMs activities in the class as well as at home.

**COULD DO**

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Form groups of five students each in the class. Give them flashcards with vowels. Then write words—f\_r, p\_n, h\_n, t\_n, p\_p, l\_d, h\_t on the board with blanks for the vowels. Ask each group to hold the card up that is to be used for the word. For example, you write the word f\_r on the board. The students will hold the cards with the letters to complete it. The students to hold the cards for vowels a, e, i, o, u will get the smiley. Accept all the relevant responses.

### Home Task

- Complete Peak 4\_Phonics (Sound out. Blend. Read. 2 syllables) and Peak 4\_Phonics (Making CVC words) worksheets.
- Parents can sit comfortably with the child and do exercise B on page 70. Read and explain the statement to them. Ask them to decode it by colouring the blocks that have consonants.
- Help the child observe pictures in exercise C on page 71. Let them name the fruits and identify the letters they all begin with. Then tell them to colour the box if the name of the fruit begins with a vowel sound. For example, an orange, an apple.

## Period 3

### Let's Practise

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be asked to form two small circles. Show them CRM signs 'Eyes on me, Please Wait' and ask them to raise their arms at their shoulder level. Guide them to swing their arms back and forth ten times.

COULD DO

5 MIN.

### REaMS

- Open Activity 18 of Peak 4 on your REaMS Teacher Dashboard. Tell the students that they are going to practise and learn more new words. They will make the furballs spin by finding the matching pictures for the given words- pen, pup, sun, rat, kick, mud, ten, nip, rug, men. You may invite a few students to come and do the activity. Ask them to read the words aloud and guess their matching pictures. You may pause the video and prompt them to answer.

COULD DO

10 MIN.

- Open Activity 19 of Peak 4 on your REaMS Teacher Dashboard. Tell them that they will now read some sentences and find matching pictures for them. You may invite some of the students to come over one by one and do the activity. Ask them to read the sentences after you and guess matching pictures for them. You may keep pausing the video and prompt the students to answer.

SHOULD DO

5 MIN.

### Phonics Book

- Form two teams of the students. Ask them to repeat the sight words as you show cue cards. Then show them a few sentences and help them to read sight words.

SHOULD DO

5 MIN.

- The students can be given high-frequency words in a word-web. Ask them to work in pairs and use them in a short story. You may have to support them with the required vocabulary. For example, go, it, on, to can be used to frame a story. **I go to** my Nani's house. **It** is fun to play with my cousins. We sit **on** the sofa and watch cartoons. Likewise, they may be encouraged to tell more stories.


MUST DO

10 MIN.

- Next, tell them to identify the vowel sounds in decodable words given on page 72. Then ask them to read the decodable words joining each letter – big, help, day and run. They can be encouraged to say other words with the same vowel sounds – i, e, a and u. For example, It was a **big day** for me. She can **help** you.

MUST DO

5 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

COULD DO

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be given sentence scrambles to identify the words with the vowel sounds and read them with help from the teacher. For example,
- mat cat a sat big on a  
A big cat sat on a mat.

## Home Task

- Complete Peak 4\_Phonics (Read. Draw. Write) worksheet.
- Parents can help the child read the sound cards and frame short and meaningful sentences.

## Period 4: Sound of Letter L

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students are shown the CRM sign 'Eyes on Me' and instructed to follow the formation of letter L with their thumb and index finger. Then cup your palms to form a lotus. Let them follow you and form more shapes. Then ask them to snap their fingers and clap their hands.

COULD DO

5 MIN.

### REaMS

- Open Activity 1 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw a 'lion' and a 'lamp'. You may say, "Yes, that's right. We saw a lion who liked the lamp light. How many of you have seen a lion in the zoo?" Can you tell me which letter comes in the beginning of the words- lion, like, lamp and light?" Some of them may point out the letter L. Encourage them to tell you what sound the words begin with. Allow them to independently say the sound of letter l. Emphasise on the sound of the letter l, as you repeat the sentence- Lion likes the lamp. Ask them to repeat the sentence after you.
- Open Activity 2 of Peak 5 on your REaMS teacher dashboard. Show the sound squares to the students and ask them to identify the sounds and find the correct matching pictures for them. You may say, "Which letter has the sound of letter l, as in lamp?" Encourage them to repeat the sound along with the audio and share at least one word starting with the sound of letter l. You may list these words on the board and circle the letters with the sound l.

COULD DO

5 MIN.

MUST DO

10 MIN.

### Phonics Book

- The students can be given cut-outs of a leaf and asked to colour it. Ask with what colour they would like to paint the leaf. Then show them some fallen leaves and pin them up on the display board along with the ones they have coloured. Also, ask them to tell a few objects that begin with the sound of letter l.
- Ask the students to listen attentively as you read the story on page 73. Place the character standees for the students to see and enjoy the story session. Read the story once again with proper intonation and ask them to snap their fingers on hearing the words that begin with the sound of letter l. They can be asked a few questions based on the story such as
  - Where are the children?
  - What does Lina see outside the museum?
  - What does Jas say?
  - What does everyone look at?
- Encourage the students to talk about the flowers they normally see in their immediate surroundings. Then let them discuss the characters and events of the story.
- Show the flashcards with the words in exercise A on page 73 to the students and ask them to read after you. Place the cards on the display board for them to read. Next, ask them to point at the words that begin with the sound of letter l.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

SHOULD DO

5 MIN.

- Next, tell them to identify the pictures and name the objects in exercise C on page 74. Wait for their response and guide them to complete the words with the letter l and read again.

**MUST DO**

5 MIN.



**Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**COULD DO**

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Place the objects such as lemon, lock, letter, lamb, pictures of a lamp, lotus that begin with the letter L for display. Form two teams of the students. Then ask them to name the objects and say the letter they begin with, that is, L.

### Home Task

- Complete Peak 5\_Phonics (Letter Ll) worksheet.
- Parents can guide the child in identifying the letter L and l in exercise B on page 74. Circle them with a crayon of their choice.
- Help the child in doing exercise D on page 75. Point at each object and ask them to name the objects and the letters they begin with. Then tick the ones that begin with the sound of letter l. Also, ask them to match the words to the relevant pictures in exercise E.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show precision and control in working with their hands and fingers</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• interact comfortably with peers and teacher</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• comprehend the story, draw inferences and answer the questions based on it</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• recognise the words with the vowel sounds</li> <li>• differentiate the letters of the alphabet as vowels and consonants</li> <li>• identify the words that begin with the sound of letter l</li> <li>• listen, read, comprehend and retell the story</li> <li>• describe the pictures using simple words or home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in arts</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• acquire skills to focus attention to achieve specific goals</li> </ul>

# Theme 8: I Love Saturdays

Lesson 22: Sound of Letter H

Lesson 23: Sound of Letter F

Lesson 24: Let's Repeat



3 Periods (40 minutes each)



Peak 5\_Phonics (Letter Hh), Peak 5\_Phonics (Beginning sounds -l,h), Peak 5\_Phonics (Letter Ff), Peak 5\_Phonics (Say it. Make it. Write it.), Peak 5\_Phonics (Word off) Main Coursebook, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, sound cards, crayons, sheets, hat, lemon and lollipop



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop vocabulary and use language for a variety of purposes
- identify and differentiate sounds
- develop phonological awareness, print awareness, recognition of letters, letter-sound correspondence
- build words and sentences and practise early writing

### A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter H

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

#### Phonics Book

- Show CRM sign 'Stand in a Line' to the students and wait for them to form a line. Instruct them to hop-skip-jump on the spot. Then tell them to breathe deeply ten times.

COULD DO

5 MIN.



#### REaMS

- Open Activity 3 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw a 'house' and a 'horse'. You may say, "Yes, that's right. We saw a house and a horse. A house of a horse. How many of you have seen a horse in the zoo?" Can you tell me which letter comes at the beginning of the words – happy, horse and house?" Some of them may point out the letter H. Encourage

COULD DO

5 MIN.



them to tell you what sound the words begin with. Allow them to say the sound of letter h individually. Emphasise on the sound of the letter h, as you repeat the sentence, 'house of horse, happy horse', and ask them to repeat the sentence after you.

- Open Activity 4 of Peak 5 on your REaMS Teacher Dashboard. You may say, "How many of you like flying furballs? Let's fill the bucket and make them fly." Tell them that each furball has a different sound. Listen to them, identify the correct sound that matches the sound of letter h. Then drag and drop it into the bucket.
- Additionally, you may ask them to think of a few more words that have the sound of letter h. Give them suggestions such as a hat, horn, hand, etc.

**MUST DO**

10 MIN.

### Phonics Book

- The students can be shown pictures to identify the objects like a house, a horse, a hare and name them. Ask them to identify the sound they all begin with, that is, h. Guide them to sing a rhyme with any one of the objects.
- Next, ask them to listen to the story attentively and clap twice for the words that begin with the sound of the letter h. Read the story loud and clear for the students to comprehend and answer these questions
  - Where are the children?
  - What are they eating?
  - How is the soup?
  - What does Maria tell them about the soup?
  - What does Sam love?
- Encourage them to talk about the storyline and events in the story. They may share their experience of having a party with their friends.
- The students can be asked to open the book at page 78 and name the pictures in exercise C. Point at each picture and let them identify the ones that begin with the sound of letter h. Confirm the correct responses and instruct them to circle them.
- Next, ask them to look at the pictures in exercise D on page 79. Let them complete the names and match them with the pictures suitably.

**COULD DO**

5 MIN.

**MUST DO**

5 MIN.

**SHOULD DO**


5 MIN.

**MUST DO**

5 MIN.

**COULD DO**

10 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Make a tent house in the classroom. Ask them to form groups of three students each. Let them play while you observe. Then ask them to name the things that they keep in the house that begin with the sound of letter h.

### Home Task

- Complete Peak 5\_Phonics (Letter Hh) and Peak 5\_Phonics (Beginning sounds) worksheets.
- Parents can help the child circle every H,h in exercise A on page 77 with the crayon of their choice.
- Next, show flashcards with words in exercise B on page 77 and ask the child to read after you.
- Keep the word search in exercise E on page 79 for the child to read the words after you. Then help them find words beginning with the sound of letter h in the box.

## Period 2: Sound of Letter F

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be asked to raise their arms and move their palms. Use CRM signs to settle them. Then ask them to breathe deeply ten times. Ask them to close their eyes while breathing.

COULD DO

5 MIN.

### REaMS

- Open Activity 5 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. You may ask students what they saw in the video. Some of them may say that they saw a 'flag' and a 'flower'. You may say, "Yes, that's right. We saw a flag with a flower. Which is your favourite flower? Have you seen the flag of our country?" Show them the flag of India. Now, ask them to tell which letter comes in the beginning of the words- flag and flower? Some of them may point out the letter F. Encourage them to tell you what sound the words begin with. Allow them to say the sound of letter f individually. Emphasise the sound of the letter f, as you repeat the sentence – Flag with a flower. Then ask them to repeat the sentence after you.
- Open Activity 6 of Peak 5 on your REaMS Teacher Dashboard. Show the four sound squares to the students and tell them that they have to match the letters for the sounds of letters f, l, h and k. Encourage them to repeat the sound along with the audio.
- Also, you may ask them to share a word that has the sound of its the letters - f, l, h and k. You may list the words shared by the students on the board and circle the letters.

COULD DO

5 MIN.

MUST DO

10 MIN.

### Phonics Book

- The students can be asked to identify the objects—fan, finger, four, five, flower and name them. They may add more words to the list. Tell them that these words begin with the sound of letter f.
- Read the story, given on page 80, aloud for the students. Ask them to clap once when they hear the words beginning with the sound of letter f. You may read the story twice for the students to comprehend and answer the questions based on it. Few questions could be
  - What are the children doing?
  - What does the show teach?
  - What does everyone learn?
  - How many fans do they have?
  - What will they do after the show is over?
- The students must be encouraged to discuss the characters, storyline and events in the story. They may share their own experiences in short and simple phrases or in their home language.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

**A Note to the Teacher:** Read the text for the students and promote picture reading. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.


- The students can be asked to open the book at page 81 and name the objects in exercise A. Then tell them to circle the ones that begin with the sound of letter f.
- Form two teams of the students. Ask them to observe the picture in exercise B and describe it in simple words. Let them listen to the word list and find the objects in the given picture. They may circle the objects with their favourite crayon.

MUST DO

5 MIN.

MUST DO

5 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

COULD DO

10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

## Additional Suggested Activity

- The students can be asked to listen carefully to the word list. Then they must repeat the words that begin with the sound of letter f.
- Ask them to collect pictures for the objects that begin with the letter f before the class begins. During the class, form groups of five students and ask them to paste the pictures such that they form an F on a chart paper.

## Home Task

- Complete Peak 5\_Phonics (Letter Ff) worksheet.
- Parents can guide the child to do exercise C on page 82. Point at each picture for the child to name it. Then ask for the beginning letter for each picture and help in colouring it neatly.
- Ask the child to point at every F, f in exercise D on page 82. Then circle it with a crayon.

## Period 3

### Let's Repeat

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be shown CRM signs 'Stand in Line, Please Wait, Eyes on Me' to form a circle. Give them a ball and explain how to play 'Pass the Parcel'. Ask them to pass the parcel till the music plays. When the music stops, the student with the ball will say a word beginning with the sounds of the letters l, f and h. Continue with the game till they enjoy.

COULD DO

5 MIN.

### REaMS

- Open Activity 8 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. Tell them that they will hear different sounds, they have learnt, from or behind the trees. They have to listen to them carefully and identify their matching snowballs. You may pause the video and prompt the students to answer. You may invite some of the students to come one by one and do the activity.

- Additionally, you may ask students to share a word that has the sound of the letters (l, h, b, g, o, c). Write the words shared by them on the board and circle the letters.

COULD DO

5 MIN.

- Open Activity 10 of Peak 5 on your REaMS Teacher Dashboard. Tell them to say each letter sound and then blend them together to form the word. Help them decode the word by sounding out each letter, e.g. bed - /b/, /e/, /d/; led - /l/, /e/, /d/. You may pause the video to let students hear and say each sound before they blend and say the words. Practise all the words along with the students and complete the activities.

SHOULD DO

5 MIN.

- Open Activity 12 of Peak 5 on your REaMS Teacher Dashboard. Tell them to help Yeti reach home by identifying a new word 'off'. You may pause the video and prompt the them to identify the word. Encourage them to read other words too e.g. on, fork, or, onto, have, if, etc. before clicking on the correct word 'off'.

MUST DO

5 MIN.

### Phonics Book

- Ask the students to identify the pictures in exercise A on page 83. Let them pick the sound each picture begins with. Confirm the correct responses. Then tell them to repeat the words.


COULD DO

5 MIN.

- Next, ask them to look at the words, hat, lemon and lollipop and identify the sounds they begin with. Confirm the correct responses. Then tell them to trace the letters and complete the words in exercise B on page 83.
- They can be asked to describe the picture in exercise D on page 84. Read the words in the box and provide prompts to them for the discussion. Encourage them to use simple words, short phrases or their home language. Go around the class and listen to them intently. They must be engaged in weaving the story based on the picture.

**SHOULD DO**   
5 MIN.

**MUST DO**   
10 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**COULD DO**   
10 MIN.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- Form groups of three students each. Give each group a chart paper with three columns for the letters l, f and h. Guide them to draw one picture for each letter. Then display the charts in the classroom for them to see and name the objects. Ask them to confirm if the objects drawn are correct for the letter mentioned in the column.

### Home Task

- Complete Peak 5\_Phonics (Say it. Make it. Write it.), Peak 5\_Phonics (Word off) worksheets
- Parents can help the child understand the statement in exercise C on page 84. Point at each picture for them to recognise and identify the letter it begins with.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• show coordination between sensorial perceptions and body movements in various activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• respond positively during class activities</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify the characters and events of the story</li> <li>• identify the words beginning with the sounds of the letters h and f</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• use the newly learnt vocabulary in narrating the story</li> <li>• frame short and meaningful sentences with help</li> <li>• describe the given pictures in simple words or their home language</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• communicate and appreciate a variety of responses</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• observe minute details</li> </ul>

# Theme 9: I Love Sundays

## Lesson 25: Sound of Letter B

## Lesson 26: Sound of ff, ll, ss



3 Periods (40 minutes each)



Peak 5\_Phonics (Letter Bb), Peak 5\_Phonics (Beginning sounds- b,f), Peak 5\_Phonics (Sound out. Blend. Read.), Peak 5\_Phonics (Making words), Peak 5\_Phonics (Read. Draw. Write.)

Main Coursebook, flashcards, CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line, Sit Down) Learning Kit, Lina's, Sam's, Jas's, Maria's and Ryan's standees, sound cards, crayons, sheets, tape or coloured chalk, ball, bamboo, box, jute string, cut-outs of butterflies, ball, bunny



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop vocabulary and use language for a variety of purposes
- identify and differentiate sounds
- develop effective communication skills for daily interaction
- develop phonological awareness, print awareness, recognition of letters, letter-sound correspondence
- build words and sentences and practise early writing

### A Note to the Teacher:

- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you access to worksheets for the selected lesson.

## Methodology

### Period 1: Sound of Letter B

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

#### Phonics Book

- Use a tape or a coloured piece of chalk to mark B on the floor. The students can be asked to stand in B formation. Then demonstrate how to buzz like honey bees. Let them enjoy. Then ask them to name a few things that begin with the sound of letter B.

COULD DO

5 MIN.



## REaMS


- Open Activity 7 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. You may ask them what they saw in the video. Some of them may say that they saw a 'bear' and a 'bat'. You may say, "Yes, that's right. We saw a big bear and a bat. How many of you have seen a bear in the zoo? How many of you like playing with a bat?" Can you tell me which letter comes in the beginning of the words – big, bear and bat?" Some of them may point out the letter B. Encourage them to tell you what sound the words begin with. Allow them to say the sound of letter b individually. Emphasise the sound of the letter b, as you repeat the sentence – Big bear and a bat. Then ask them to repeat the sentence after you. **COULD DO**   
5 MIN.
- Open Activity 9 of Peak 5 on your REaMS Teacher Dashboard. Before playing the video, write 'b' and 'd' on the board and ask them to identify or distinguish letter b from letter d. Now, play the video and watch it along with the them. You may say, "Which letter comes first?" You may also ask them to make 'b' and 'd' using their hands/fingers, as shown in the video. **MUST DO**   
5 MIN.
- Open Activity 11 of Peak 5 on your REaMS Teacher Dashboard. Tell them that they are going to fly the flags by making words with given letters. You may pause the video to let them see, hear and say each sound before they spell the words – hat, doll, hut, bus, bell. **SHOULD DO**   
5 MIN.

## Phonics Book

- Place Lina's, Sam's, Jas's, Maria's and Ryan's standees for the students to see. They can be seated in a semi-circle using the CRM signs 'Shh..., Please Wait, Eyes on Me'. Tell them to listen attentively to the story and clap twice as they hear the words with the sound of letter b. Read the story on page 85 with proper intonation and pauses. Talk to them about the characters while pointing at their standees so that they can visualise the events of the story. Then ask them to answer a few questions like
  - Where do the children go on Sunday?
  - What do they do in the park?
  - What is there in the park?
  - What are they going to do in the park?
- Engage the students in a class discussion about the story. Let them share how they play in the park, etc. Also, discuss how enjoyable it is to play with their friends. **SHOULD DO**   
10 MIN.

**A Note to the Teacher:** Read the text for the students. The students are not supposed/required to read the text. It is for the teacher to read stories to them. If they pick up words, they should be appreciated and encouraged.

- Ask them to trace and circle every B, b in exercise A on page 85. They may use pink crayon. **COULD DO**   
5 MIN.
- Point at the objects in exercise C on page 86 for them to recognise and identify the sound of the letter it begins with. Then guide them to complete the words by tracing the letter. After forming the words, ask them to match the words with the relevant pictures suitably. **MUST DO**   
5 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class. **COULD DO**   
10 MIN.

## Additional Suggested Activity

- Give each student a cut-out of a butterfly to colour. Then let them say a few things about it. It may include the types of butterflies or the reason they like butterflies and so on. Display the butterflies in the classroom with a jute string.

## Home Task

- Complete Peak 5\_Phonics (Letter Bb), Peak 5\_Phonics (Beginning sounds- b, f) worksheets.
- Parents can ask the child to pick toys that begin with the sound of letter b. Let them repeat the words together. Then help them find the words in the words search in exercise B on page 86. Read the words for them to repeat after you and circle them in the box.
- Help the child complete exercises D and E on page 87. Ask them to identify the letter each object begins with and colour the box for the letter in exercise D. Also, ask them to identify the pictures and complete the words by writing the missing letter in exercise E. Then read the words formed.
- Parents may engage the child in weaving a story with the pictures of the objects in exercises D and E.

## Period 2: Sound of ff, ll, ss

**Place:** The lesson can be conducted in the Digital Classroom/Projector room.

### Phonics Book

- The students can be shown CRM signs and guided to stand in a V formation so that they can see each other. Then ask them to bend down and touch their toes five times. Once they return to the normal position, ask them to raise their hands at the shoulder level and swing their arms. Ask them to hop-skip-jump five times and they are ready for the lesson.

COULD DO

5 MIN.

### REaMS

- Open Activity 14 of Peak 5 on your REaMS Teacher Dashboard. Before playing the video, write these words - puff, doll and grass, on the board. Circle the double letters (ff, ll, ss) of these words and say, "These double letters make a single sound of their respective letters. Let's see, how, in this video." Watch the video along with the students. You may keep pausing the video to let students hear and say each sound before they blend and say the words - off, bell and hiss. You may also ask students to think and share similar words with double letters.
- Open Activity 15 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. Tell them to listen carefully and find the match the words accordingly. You may also ask them to count the number of words that have double letters - ll, ss and ff.
- Open Activity 17 of Peak 5 on your REaMS Teacher Dashboard to read and practise words with more than one syllable. You may pause the video and ask them to identify the vowels in each syllable, sound out the letters and then blend them to read the words - parrot, rabbit, fusspot, pocket, sunset.

COULD DO

5 MIN.

SHOULD DO

5 MIN.

MUST DO

5 MIN.

### Phonics Book

- The students can be asked to listen attentively to the story on page 88, 90 and 91 and snap their fingers on hearing the sound of ff, ll and ss. Read the story loud and clear with proper intonation. Let them talk about the characters and events of the story. Later, ask them a few questions such as
  - What do children want to do after playing?

- What do children do after racing?
- Where do they all sit?
- What does Ryan start playing with?
- What does Maria see?
- What does Lina draw in the grass?
- Where do they see the sign of a cross?
- Engage them in a class discussion on playing with friends just like the characters in the story. Encourage them to express their thoughts about the events and storyline.
- Let them trace the letters ff in exercise A on page 88 to complete the words. Ask them to read the words after you and add more words ending in ff to the list. You may suggest words like off, fluff, etc.
- Read and explain the statement in exercise C on page 89. Ask them to read the words after you. Then circle every word that ends with ff.
- Ask them to read the words given in the box in exercise E on page 91 after you. Then find them in the word search provided.

**SHOULD DO**   
5 MIN.

**COULD DO**   
5 MIN.

**MUST DO**   
5 MIN.

**MUST DO**   
5 MIN.

**COULD DO**   
10 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class.

### Additional Suggested Activity

- The students can be given flashcards with words to match with their endings—ff, ll, ss. Then they can form new words.

### Home Task

- Complete Peak 5\_Phonics (Sound out. Blend. Read.), Peak 5\_Phonics (Making words) worksheets
- Parents can sit comfortably with the child and read words in exercise B on page 89. Ask the child to complete the words with suitable endings and repeat after you.
- Help the child form new words with -ill and -all by blending the phonemes in exercise D on page 90. Conduct an oral drill for the word list.
- Guide the child identify and form new words in exercises F and G on page 92. They can be guided to frame simple, short sentences with the words thus formed.

## Period 3


**Place:** The lesson can be conducted in the Digital Classroom/Projector room.


### Phonics Book

- Organise the class in a semi-circle. Ask them to think of one word that they like the most. Then enact for the rest of the students to guess. For example, a student likes mangoes. She/ he will enact showing a mango tree, plucking a mango and eating it. She/ he may show yellow colour with a flashcard. The rest of the class will guess. Repeat the activity till they all get a chance.


**COULD DO**   
5 MIN.


## REaMS

- Open Activity 16 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. Tell them that they are going to spin furballs in this video. Read the words and ask them to find relevant pictures. You may pause the video and prompt them to answer. You may invite a few of them to come one by one and do the activity. 


- Open Activity 18 of Peak 5 on your REaMS Teacher Dashboard and watch it along with the students. Tell the students that they are going to learn new words. They will see one word and two pictures at a time. Let them identify both the pictures, read the given word aloud and choose its matching picture. You may call them one by one to do the activity. Use CRM signs to encourage them to raise hands and take turns to answer. 


## Phonics Book

- Show them a red ball and a toy bunny. Ask them to talk about the toys and share how they would play with them. 

- Next, ask the students to open the book at page 93 and identify each picture as you point at them. Then read the text for them to repeat and understand. Help them read the sentences and guide them with picture reading. Talk to them about Hoppy being playful and how he sits near the fan and sleeps in a basket. Let them read each sentence together. 

- Ask them to answer a few questions to test their comprehension of the lesson. The questions could be
  - Who is Hoppy?
  - What does Hoppy have?
  - What does Hoppy run after?
  - Where does Hoppy sit?
  - Where does Hoppy sleep?

- Encourage the students to read the picture and share how they play. 

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in the class as well as at home.

**eBook** can be used to recapitulate the concepts taught in class. 

## Additional Suggested Activity

- The students can be given a picture with a few sentences to read. Let them recall and use the vocabulary that they have learnt before. For example, Hoppy goes to park. Hoppy loves to swing. Hoppy eats carrots.

## Home Task

- Complete Peak 5 Phonics (Read. Draw. Write.) worksheet.
- Parents can help the child draw the picture of Hoppy in the basket. Then colour it and place it in their study room.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• show coordination between sensorial perceptions and body movements in various activities such as tracing, drawing and colouring</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• be able to interact with peers and teachers</li><li>• respond positively to different thoughts and situations</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend the story, draw inferences and answer the questions based on it</li><li>• recognise the characters of the story as standees are shown</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recognise the sounds of the letter b and words beginning with it</li><li>• identify the words with ff, ll and ss and use them in simple sentences or short phrases</li><li>• read small sentences with help from the teacher</li><li>• read a short story and comprehend its meaning by identifying characters, storyline with guidance from the teacher or on their own</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• communicate and appreciate a variety of responses</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• understand and follow the class norms</li><li>• participate in class activities</li></ul>