

# Yearly Scheme of Work

**Time Taken:** 31 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 UKG

### Scheme of Lessons – Micro Schedule – Phonics = 31 periods

Theme No. & Name	Suggested Allocation of Periods
Theme 1: Winter Wow	3
Theme 2: Fab Feb	4
Theme 3: Spring in Our Steps	3
Theme 4: Summer Splash	4
Theme 5: Happy Holidays	3
Theme 6: Monsoon Magic	4
Theme 7: Festival Fun	4
Theme 8: Sparkling November	3
Theme 9: Ho, Ho, Ho!	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: Winter Wow

Lesson 1: One More Time

Lesson 2: Sound of Letter J

Lesson 3: Sound of Letter V

 3 Periods (40 minutes each)



Peak 6\_Phonics (Letter Jj), Peak 6\_Phonics (Letter Vv), main coursebook, flashcards, ice-cream sticks, CRM signs, chart, pictures



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop physical health and fine motor skills
- develop phonemic awareness of the sounds of letters j and v
- develop sharpness in sensorial perceptions
- develop effective communication skills

### 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: One More Time

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

#### Phonics Book

- Ask the students to clap their hands and turn around. Then, ask them to sit in a circle. Show them the flashcards for the words on page 6 and tell them to read the words. Ask them to repeat after you. Ask if they could find anything different in the list. Confirm that there is one object beginning with a letter, which is different from the others. **COULD DO** 
- Next, ask them to open the book to exercise A on page 6. Read the rubric and tell them to circle the odd one out. **SHOULD DO** 
- Divide the class into four groups. Ask the students to look at the pictures in exercise B and name them. Then, ask the students to repeat the names after you as you pronounce the words with stress on the beginning sound. Ask each group to tell the letter that each object begins with. Then, they can write the letter from the box. Teacher may go around the class to see if they have written letters correctly. **MUST DO** 

- Continue with the same groups as in previous activity. Ask them to identify each picture in exercise C and say the word after you. Explain the stress on the missing letter and let them write it in the blank space provided. **MUST DO** 05 MIN.
  - Show ice-cream sticks with the vowels (a, e, i, o, u) to the students and ask if they can pronounce them. Have an oral drill of words with vowel sounds (ant, dad, pet, pen, lid, ink, mop, hop, uncle and under). **COULD DO** 05 MIN.
  - Ask the students to open the book to page 9. Read the words in exercise F aloud for the students to follow. They can pick a crayon of their choice and circle the vowels in each word. **SHOULD DO** 05 MIN.
  - Divide the class into four groups. Show flashcards (letters b, a and ll) to the students. Ask them to read each sound after you. Then combine all the three sounds and say b+a+ll (ball). Call students, one from each group, and ask them to read all four words. Then, they can be asked to write words in the blank space provided. **MUST DO** 05 MIN.
-  **eBook** can be used to recapitulate the concepts taught in class. **COULD DO** 10 MIN.

### Additional Suggested Activity

- The students are given the word list to supply the missing letters. They must repeat each word.

### Home Task

- Parents can help the child make a small Pictionary. Take old business cards and help him/her draw six pictures as you say their names. Then, confirm the sound each word begins with.
- The child can be guided to do exercises D and E in the book. Let him/her identify the pictures and name them. Then help the child write the missing letters.
- Parents can guide the child through the exercise H. Ask the child to identify the pictures and the letter each word ends with. Speak the words repeatedly with the focus on the sounds they end with. Confirm the correct answers and ask the child to write complete words in the blanks.

## Period 2: Sound of Letter J



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

### Phonics Book




- Show CRM signs for the students to comprehend and follow the instructions. Then, take them to the school playground. Guide them to sit in a circle. Ask if they like playing in the park and why. Then, tell them to stand up, hop, skip and jump on the spot. **COULD DO** 05 MIN.
  - Then, ask them to listen attentively as you are going to tell them a story. Ask them to describe the pictures on page 11 in short and simple sentences. Then, read the story with correct pronunciation and pauses. Let them answer the questions based on the story like,
    - Where is everyone going?
    - What are the children wearing?
    - Who is going with them?
  - Which is the common letter that 'jeans' and 'jackets' begins with? **MUST DO** 05 MIN.
- Listen to the answers patiently. Give your inputs to replace the incorrect words gently. Discuss how they go to the park, who goes with them, which games they play in the park and so on. Then, bring them back to the Digital Classroom or the Projector Room.

**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 the students pick up words, they should be appreciated and encouraged.

### REaMS

- Open Activity 1 of Peak 6 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 'jellyfish' and 'jellybeans'. You may say, "Yes, that's right. We saw that the jellyfish loves jumping jellybeans. How many of you like jellybeans?" You may then ask, "Which letter comes in the beginning of the words - jellyfish, jumping and jellybeans?" Some of them may point to letter j. Encourage students to tell you what sound the words begin with. Emphasise the sound of letter j as you repeat the words 'jellyfish', 'love', 'jumping', 'jellybeans' and ask students to repeat after you. Additionally, you may ask students to share some words that have the sound of the letter j. Give them suggestions like, jug, jam, jacket and so on. **SHOULD DO** 
- Open Activity 2 of Peak 6 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 J (say the sound of letter j) as in jellybeans?" Encourage students to repeat the sound along with the audio. You may continue the activity for the sound of the letter b in the same way. **MUST DO** 

### Phonics Book

- Ask the students to air trace the letter j in lowercase. Then, ask them to open the book to exercise A on page 12. Identify and circle every J and j with a green crayon. **MUST DO** 
- Show the flashcards with jam, jet, jug and jar to the students. Ask them to look at the exercise B and write the names for each object in the blanks.
- Guide the students through the exercises C (page 12) and D (page 13). Read the sentences in exercise C and ask them to follow you, at least thrice. Then, write the missing words from the box. Next, point at the objects in exercise D and tell them to tick the ones that begin with the letter j with an orange crayon. **SHOULD DO** 
- Form four groups of students. Tell them that they are going to play riddles. Each group will answer one riddle. If they cannot answer, the next team will get the chance. In case no one can answer, teacher can tell the correct answers. Then, read the statement in exercise E and, guide them to write the correct answers (June, jacket, jam, juice) in the blank space provided on page 13. **MUST DO** 

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

**P.S.** 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.

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

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

### Additional Suggested Activity

- The students can be given a chart and a collection of pictures. Guide them to pick the pictures of objects that begin with the letter j and paste them, forming a collage in the shape of letter J. Then have an oral drill of all J words like- Joker, jelly, joy, jump, etc.

## Home Task

- Complete Peak 6\_Phonics (Letter Jj) worksheet
- Parents can give flashcards with letters to the child. Then, help him/her join and form three-letter words.

## Period 3: Sound of Letter V

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

### Phonics Book

- Organise the class in a semi-circle so that they can see you. Place Ryan's standee for the story time. Show them V sign with index and middle fingers, pronounce V and ask them to repeat after you. Then, tell them that as you read the story, they must listen attentively and clap once they hear a word beginning with a 'V' sound. Read the story on page 14 and ask a few questions like,
- What does Ryan like to do on a Sunday?
- What is he colouring?
- How does he help Mummy?
- Where does he go in the evening?
- Who else is there?
- What do the children talk about?
- What did the children watch together?
- Ensure that the students identify the words with the sound of letter v. Talk about the story in short, simple phrases and describe the picture in simple words or their home language.



**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.

### REaMS

- Open Activity 3 of Peak 6 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 'vases' and 'valleys'. You may say, "Yes, that's right. We saw vases and valleys. Have you been to valleys with your parents or seen them on TV?" You may then ask, "Which letter comes at the beginning of the words - 'valleys' and 'vases'?" Some of them may point to letter V. Encourage students to tell you what sound the words begin with. Allow students to independently say the sound. Emphasise the sound of letter v as you repeat the sentence 'vases', 'and', 'valleys' and ask students to repeat after you.
- Open Activity 4 of Peak 6 on your REaMS Teacher Dashboard. Tell the students that each furball has different sounds. Listen to the sounds, identify the correct sound that matches the sound of letter v and drag and drop the sound into the bucket.



Additionally, you may ask students to think of some words that have the sound of letter v. Give them suggestions like van, vegetable, violin, etc.


### Phonics Book

- Ask the students to air trace letter V. Then pick a green crayon and circle every V v, in exercise A.



- Form four teams of the students. Show flashcards to the class, one card per team, to identify the pictures in exercise B. Then, ask them to complete the words on page 15. **SHOULD DO**   
05 MIN.
- Continue with the four teams formed. Give them flashcards with letters for the words in exercise C to arrange in an order so as to form the correct words. Once they have formed words, guide them to write in the blanks provided on page 16. **MUST DO**   
10 MIN.

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

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

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

### Additional Suggested Activity

- Keep old newspapers or magazines and help the students look for things that begin with letter V. Cut them out for the students to paste in V formation and make a collage.

### Home Task

- Complete Peak 6\_Phonics (Letter Vv) worksheet.
- Parents can sit comfortably with the child. Read the statement for exercise D and help him/her recognise the pictures and name them. Then, write the name of each object on the left in the blanks provided.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• hold crayons (hand and finger movement)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively 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>• Identify vowel sounds and the words beginning with them</li> <li>• recognise the words with the sound of letters j and v</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 J and V words in simple English or home language</li> <li>• listen attentively to the story for specific sounds of letters j and v</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• draw or paste pictures of things beginning with the sounds of letters j and v</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• play outdoor games for a fit and healthy body</li> <li>• understand teacher's instructions and follow the class norms</li> </ul>

# Theme 2: Fab Feb

Lesson 4: Sound of Letter W

Lesson 5: Let's Repeat

Lesson 6: High Frequency Words

 4 Periods (40 minutes each)



Peak 6\_Phonics (Letter Ww), Peak 6\_Phonics (Beginning sounds) and Peak 6\_Phonics (Full circle), main coursebook, flashcards, ice-cream sticks, CRM signs, Victory badge



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop physical health and fine motor skills
- develop phonemic awareness of the sound of letter w
- develop sharpness in sensorial perceptions
- develop effective communication skills

### 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 W

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

#### Phonics Book

- Place Ryan's, Sam's, Lina's and Jas's standees in front of the class. Let them recognise the characters of the story. Then, tell them that it is Sam's Nana and Nani's wedding anniversary. Instruct them to clap when they hear the words with the sound of letter w while listening to the story. Read the story with proper intonation, at least twice. Encourage the students to answer a few questions based on the story such as,
  - What is so special?
  - What do children plan for Nana and Nani?
  - What do Sam and Maria make?
  - Who all help them in making a wall hanging?
  - What do Ryan, Lina and Jas make?
  - What colours does Lina use?

COULD DO

05 MIN.





Encourage the students to answer in short and simple phrases or sentences. They may express in their home language. You may prompt words to help them frame meaningful sentences.



**P.S.** Tell the students that Sam calls her mother's father 'Nana', mother's mother 'Nani', mother 'Mum' and her aunt 'Atya'.

**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.

### REaMS

- Open Activity 5 of Peak 6 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 'walrus' and a 'worm'. You may say, "Yes, that's right. We saw that the walrus wants worms. How many of you have seen a walrus in the zoo? What about worms, have you seen them?" You may then ask "Which letter comes at the beginning of the words - walrus, wants and worms?" Some of them may point to letter W. Encourage students to tell you what sound the words begin with. Emphasise the sound of letter w as you repeat the sentence - walrus wants worms, and ask students to repeat after you. **SHOULD DO**   
Additionally, you may ask students to share some words that have the sound of the letter w. Give them suggestions like, water, wall, wig, etc.  10 MIN.
- Open Activity 6 of Peak 6 on your REaMS Teacher Dashboard. Show the four sound squares to the students and tell them that they will be matching letters for the sounds of letters j, v, w and b. Encourage students to repeat the sound along with the audio. You may also encourage them to share a word for the respective sound. **MUST DO**   
 05 MIN.

### Phonics Book

- Place a sand tub in the class. Ask the students to trace the letter W in the sand. Then, ask them to open the book to page 18 and point at every W, w in exercise A. Then, circle W and w with a pink crayon. **SHOULD DO**   
 10 MIN.
- Show flashcards with the pictures of a whale, a well, a wall, a web and a watch to the students. Ask them to name each one. You may write each word on the whiteboard for them to read. Guide them to find words in the word search given on page 18 in exercise B and write in the blank space provided. **MUST DO**   
 10 MIN.

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

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 a sheet with 'a wall' drawn on it. Ask them to write W and w on their word wall. Then, the sheet can be displayed in the class using a jute string across the class.

### Home Task

- Complete Peak 6\_Phonics (Letter Ww) worksheet.
- Parents can show a toy 'worm' to the child and name it - Wilson, the worm. Help the child describe it. Help him/her open the book to page 19 and find the words that begin with W. Then, colour the boxes with W words so that Wilson, the worm, can reach his home.
- Help the child make a wall hanging for his/her grandparents.

## Period 2: Let's Repeat

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

### Phonics Book

- Form groups of four students each. Give each group pictures depicting the story of a dog on flashcards. Let them observe and describe each picture in simple words or their home language. Then, show CRM sign 'Eyes on Me' to the class and instruct each group to arrange the cards in correct order. Once they have done it, ask them to clap their hands for the 'good job' they have done. **COULD DO**   
05 MIN.
- Next, instruct them to listen attentively as you read the story. Read it once again and ask them to check if their pictures are arranged in the same sequence of events or not. Then, read the story, one sentence at a time and ask them to hold the card depicting that picture. Lastly, they can be asked to open the book to exercise A on page 20 and number the story correctly. **SHOULD DO**   
05 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.

### REaMS


- Open Activity 7 of Peak 6 on your REaMS Teacher Dashboard. 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 keep pausing the video and prompt the students to answer. **COULD DO**   
10 MIN.

You may invite some of the students to come over one by one and do the activity. Also, ask them to recall and share some words for the sounds of their matching snowballs.

- Open Activity 8 of Peak 6 on your REaMS Teacher Dashboard. Inform students how different letter sounds make a word, just as they saw that the sounds of letters v, e, t, when joined together make the word 'vet'. You may continue the activity for other words- web and jet, in the same way. You may keep pausing the video to let students hear and say each sound before they blend. **MUST DO**   
05 MIN.

### Phonics Book

- Divide the class into two teams. Read and explain the statement in exercise B. Show them flashcards with the given word list to sort and hold V words up to show the class. The team to sort the V words first will get a 'Victory badge'. Read the words aloud to be followed by the students. **COULD DO**   
05 MIN.
- The students can be asked to observe the pictures given on the right and describe them in simple words or their home language. Then, ask them to read the words given in the box, in exercise C to be followed by the students. Next, read the given sentences to be completed with the words in the box. **MUST DO**   
10 MIN.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 flashcards with words to be arranged in two groups J and V. Then, ask them to read and frame one meaningful sentence with each one.

## Home Task

- Complete Peak 6\_Phonics (Beginning sounds) and Peak 6\_Phonics (Full circle) worksheets.
- Parents can help the child arrange the words in exercise D on page 22 according to the sounds they begin with. Then, write them in the correct columns - J, V or W.

## Period 3: High Frequency Words

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

### Phonics Book

- Organise the class in a triangle. Give each student a birthday cap. Then, show them flashcards with the words in bold on page 23. Tell them to read each word after you. Repeat the oral drill. Pin the cards on the board for the students to read whenever possible. **COULD DO**   
05 MIN.
- Next, instruct the students to listen attentively to the story and snap their fingers as soon as they hear the words displayed. Ask a few story-based questions like,
- Where are the guests?
- What is it decorated with?
- Where do they put the gifts?
- Who walks into the room?
- What does everyone do? **MUST DO**   
10 MIN.

Engage the students in a class discussion of the story. Emphasise the need to respect the elders.

**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.

- Show flashcards with the given high-frequency words to the students, one by one. Ask them to read after you. Then, they can be guided to find the words in the given word search in exercise A on page 24. **SHOULD DO**   
05 MIN.
- Form three teams of the students. Give one sentence to each team to answer and fill in the blanks with the correct word from the box in exercise B. Read the words and sentences for the students to comprehend and answer. **MUST DO**   
10 MIN.
- Ask the students to read the flashcard 'with'. Then, read the rubric in exercise C and ask them to circle and join each 'with' on page 25 so as to help Tom reach his friend. **MUST DO**   
05 MIN.
- Show flashcards 'with' and 'put' to the students to identify and read aloud. Then, ask the students to look at the pictures in exercise D on page 25 and describe them. Next, tell them to underline the same in the sentences. **MUST DO**   
05 MIN.



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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- Place high-frequency words at different places in the classroom. Ask the students to find the cards and put them in a box kept on the teacher's table.

## Home Task

- Parents can help the child decode the colour key given in exercise D on page 26. Then, colour the given picture using crayons.

## Period 4: Let's Practise

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

### Phonics Book

- Show the pictures of a school, a ball and a van to the students. Elicit response from them in simple words or their home language. Encourage them to speak effectively. **COULD DO**   
10 MIN.
- Ask the students to open the book to page 27. Read each sentence, which is to be followed by the students. Repeat the oral drill. **SHOULD DO**   
05 MIN.
- The students can be asked to trace the sentences. Then, write them in the blanks neatly. **MUST DO**   
25 MIN.

**A Note to the Teacher:** The students should not be assessed on the 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

- Give two sentences with sight words to the students to read and trace. Then, draw a picture for the same.

## Home Task

- Parents can help the child read and trace sentences with the words - school, ball and van.
- Give two toys or objects to the child and help him/her describe the same using sight words, high-frequency words and decodable words learnt in the lesson.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>draw, colour pictures</li><li>hold crayons (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>work collaboratively with peers</li><li>express their likes and dislikes in simple, yet effective language</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>recognise sight words, high-frequency words and decodable words and frame meaningful sentences</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 in simple English or home language</li><li>• listen attentively to the story for high-frequency words</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• make a wall hanging</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• understand teacher's instructions and follow the class norms</li></ul>

# Theme 3: Spring in Our Steps

Lesson 7: Sound of Letter A

Lesson 8: Sound of Letter E

Lesson 9: Sound of Letter I



3 Periods (40 minutes each)



Peak 6\_Phonics (The Five Short Vowels), Peak 6\_Phonics (Yes or no?), Peak 6\_Phonics (Sound out. Blend. Read.), main coursebook, flashcards, CRM signs, anchor chart, pictures



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop physical health and fine motor skills
- develop phonemic awareness of the sounds of letters a, e and i
- develop sharpness in sensorial perceptions
- develop effective communication skills

### Note to the Teacher:

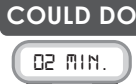
- REaMS stands for Reading Eggs and Mathseeds.
- **Lesson Navigation:** Log in to your Teacher Dashboard. Go to the Fast Phonics section. Click on 'Lessons' under Fast Phonics. Click on 'Preview' to open the lesson.
- Adjacent to the 'Preview' tab, you may find the 'Resources' tab which will give you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


## Methodology

### Period 1: Sound of Letter A

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

#### Phonics Book

- Give flowers made out of paper to the students. Using CRM sign 'Eyes on Me' ask them to tell the place where they can see flowers. Wait for their response - a park. **COULD DO** 
- Place Jas's standee and tell them that he is going for a walk in the park. Tell them to listen to the story attentively. Then, read the story on page 28 loud and clear for the students to comprehend and answer few questions like,
  - Which season is it?
  - Where are Jas and Daarji?
  - What is Jas looking at?
  - What does Jas points at and asks Daarji to look at?

Encourage the students to express their thoughts in simple words or their home language. Then, read the story once again and ask them to clap once they hear words beginning with the vowel sound of letter a as in an apple. **SHOULD DO** 

**P.S.** This lesson focuses on the short vowel sound of letter a as in ant. Tell the students that Jas calls his father's father 'Daarji'.

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

**P.S.** 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.

### REaMS

- Open Activity 9 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. You may say, "There are five vowels (a, e, i, o, u) in the alphabet and they have both short and long sounds. All words have at least one vowel sound in it. Let's study the five short vowel sounds (one at a time)." You may pause the video after the students listen to the sound A (say the sound of letter a) like in apple. Encourage students to repeat the sound along with the audio. Additionally, you may ask students to share some words that have the sound of the letter a. Give them suggestions like, ant, axe, astronaut, etc. **SHOULD DO** 10 MIN.
- Open Activity 10 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. Encourage students to see, hear, say and spell the words aloud. You may keep pausing the video and help students break the sounds of the words and use the letters to make the given words. **MUST DO** 05 MIN.

### Phonics Book

- The class can be organised in a semi-circle seating arrangement using CRM signs. Show them flashcards one by one, to identify the objects that begin with the sound of letter a. Then, guide them to air trace letter a. Next, ask them to open the book to page 28 and identify the pictures in exercise A. They can pick crayons and complete the words with letter 'a' written in the blanks provided. Ask them to read the complete words after you. **SHOULD DO** 05 MIN.
- Next, show the pictures of a cat, a mat and a bat to the students. Ask them to recognise the objects and name them. Then, repeat the words with stress on the middle sound of letter a. Guide the students to add more words to the list with the middle sound of letter a. Then, read the story with proper intonation and ask them to snap their fingers as they hear the words with middle sound of letter a. Ask them questions like,
  - What does Jas tell Daarji?
  - What does Jas hear?
  - Where is the cat?
- Discuss the story with the students. Engage them in picture reading and reflect on their activities at home with their grandfather. Let them share their experience in simple words or home language. **MUST DO** 05 MIN.
- They can be asked to name the objects shown in exercise B and complete them with letter a. **MUST DO** 05 MIN.
- Form four teams of the students. Give each team a flashcard with the words given in exercise D. Read the words and ask them to say one sentence with each word. Guide them to frame meaningful sentences. Then, read the sentences for them to complete with the words pan, sand, fan and hand. **SHOULD DO** 05 MIN.

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

**P.S.** 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.



**Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 the sound cards to practise words with the beginning and middle sound of letter a. Show them one card at a time and let them read after you. They may then, add more words to the list.

### Home Task

- Complete Peak 6\_Phonics (The Five Short Vowels) worksheet.
- Parents can show a cap, a bag and a tap to the child and ask him/her to name them. Let the child identify the middle sound of letter a in each word. Then, repeat the words and ask him/her to write the words in exercise C on page 30.

## Period 2: Sound of Letter E

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

### Phonics Book

- Ask the students to stand in a line and stretch their arms. Then, instruct them to bend down and touch their toes. Ask them to name the actions done just now. Confirm that they were 'exercising'. Explain that the word 'exercise' begins with the short vowel sound of letter e. Then, give them sound cards to read and point out the beginning sounds. Then, tell them to listen attentively to the story about Jas and Daarji in the park. Ask them to clap on hearing the words beginning with the short vowel sound of letter e.
- After the story is narrated with the correct pronunciation and pauses, ask them to retell the story in their own words. They may use simple sentences or their home language. Ask them a few questions and engage them in a class discussion about the story. The questions could be
- What do Daarji and Jas enjoy?
- What do the people do at the park?
- How does Jas feel?
- Discuss the story and point at the words that begin with the short vowel sound of letter e. Encourage them to add more words to the list mentioned in the story-enjoy, enter, exercising, excited, elephant.
- Ask the students to open the book to page 32 and observe the pictures in exercise A. Point at each picture and ask them to name it. Ask for the sound each word begins with and confirm that these words begin with the short vowel sound of letter e.

**COULD DO**

02 MIN.



**SHOULD DO**

03 MIN.



**P.S.** This lesson focuses on the short vowel sound of e.

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

**P.S.** 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.

## REaMS


- Open Activity 9 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. You may say, "Do you remember how many vowels are there? There are five vowels (a, e, i, o, u) in the alphabet and they have both short and long sounds. All words have at least one vowel sound in it. Let's study the five short vowel sounds (one at a time)." You may pause the video after the students listen to the sound E (say the sound of letter e) like in egg. Encourage students to repeat the sound along with the audio. **SHOULD DO**   
Additionally, you may ask students to share some words that have the sound of the letter e. Give them suggestions like, elephant, engine, enjoy, etc. **10 MIN.**
- Open Activity 11 of Peak 6 on your REaMS Teacher Dashboard. Ask students to hear and say each sound, then, blend them to read the word. You may invite some of the students to come over one by one and do the activity. They might choose 'Yes' if they think it's a real word, and 'No' if it's not. You may also ask, "Why did you choose 'Yes' or 'No'?" You may continue the activity for other words in the same way. **MUST DO**   
**05 MIN.**

## Phonics Book

- Show the flashcards with pictures of a bed, number ten, a hen, den, and a gem. Ask them to observe and understand the middle sound of letter e in each word. Then, repeat the words after you. Oral drill will help in giving the practise in word formation. **SHOULD DO**   
**05 MIN.**
- Organise the class using CRM signs 'Shh..., Eyes on Me or Wait'. Then, narrate the story on page 33. Instruct them to listen attentively and snap their fingers on hearing words with the middle sound of letter e. Then, they can be asked to retell the story in simple words. **MUST DO**   
**10 MIN.**
- The students can be asked to name the pictures in exercise C on page 33-34 and write their names in the blanks. **SHOULD DO**   
**05 MIN.**

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

**P.S.** 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.

 **Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 an anchor chart to understand and practise the words with the beginning sound of letter e.
- They may draw letter e on an envelope or write their names.

## Home Task

- Complete Peak 6\_Phonics (Yes or no?) worksheet.
- Parents can show the sound cards from the student's Learning Kit and ask him/her to identify the words that begin with the sound of letter e. Then, help her tick the words that begin with the sound of letter e in exercise B.
- Guide the child through the exercise D on page 34. Help him/her identify the pictures and name them. Repeat the word recognition exercise and then let the child write the words in the space provided.

## Period 3: Sound of Letter I

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

### Phonics Book

- Show pictures of a cat, a dog and a bird to the students and talk about keeping pets. Then, ask if they would like to keep insects also as pets. Also, point at the beginning sound of letter i as in insect. Give them more pictures to identify with the words beginning with the sound of letter i. Then, instruct them to listen to the story on page 35 attentively and clap their hands on hearing the words beginning with the sound of letter i.

COULD DO

05 MIN.

### REaMS

- Open Activity 9 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. You may say, "Let's revise the five vowels (a, e, i, o, u) in the alphabet and they have both short and long sounds. All words have at least one vowel sound in it. Let's study the five short vowel sounds (one at a time)." You may pause the video after the students listen to the sound I (say the sound of letter i) like in igloo. Encourage students to repeat the sound along with the audio.

Additionally, you may ask students to share some words that have the sound of the letter i. Give them suggestions like, ink, insect, ice cream, etc.

SHOULD DO

10 MIN.

- Open Activity 12 of Peak 6 on your REaMS Teacher Dashboard. Ask students to hear words carefully and spell them, then, type the words in the given box. You may invite some of the students to come over one by one and do the activity. In the end, they have to match the written sentence with a picture.

MUST DO

05 MIN.

### Phonics Book

- Show cue cards (tin, sit, big, dig, fin, win, dip, pit, zip, bin) to the students. Ask them to read the words after you. Oral drill.
- Then, ask them to listen attentively to the story and clap when they hear words with the middle sound of letter i. Encourage them to retell the story in their own words and talk about Jas and Daarji. Also, they can recall and tell the words with the middle sound of letter i in the story.
- Show cue cards with 'I' words to the students, one at a time. Then, ask the students to find them in the word search in exercise B on page 36.

COULD DO

05 MIN.

SHOULD DO

10 MIN.

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

**P.S.** 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.

MUST DO

05 MIN.



**Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 them a collection of pictures to observe and pick the ones that begin with the letter I.

## Home Task

- Complete Peak 6\_Phonics (The Five Short Vowels) worksheet.
- Parents can encourage the child to retell the story on sound of letter i.
- Help the child make an igloo or an insect using groundnut or pista shells.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"><li>• draw, colour pictures</li><li>• develop fine motor skills as they hold writing tools such as pencils or crayons</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively with peers</li><li>• communicate effectively with the teacher and peers</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify words with the vowel sounds of letters a, e and i</li><li>• watch digital lessons and comprehend the content taught</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 in simple English or home language</li><li>• listen attentively to the story for specific sounds of letters a, e or i</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw or paste picture or things beginning with the sounds of letters a, e and i</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• exercise for a fit and healthy body</li><li>• understand teacher's instructions through CRM signs and follow the class norms</li></ul>

# Theme 4: Summer Splash

## Lesson 10: Sound of Letter O

## Lesson 11: Sound of Letter U



4 Periods (40 minutes each)



Peak 6\_Phonics (Sound out. Blend. Read.), Peak 6\_Phonics (Word put), main coursebook, flashcards, CRM signs, chart, pictures, old sheets of newspapers, pencil shavings, jute strings.



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop physical health and fine motor skills
- develop phonemic awareness of the sounds of letters o and u
- develop sharpness in sensorial perceptions
- develop effective communication skills

### 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 O

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

#### Phonics Book

- Divide the class into four teams named as orange, otter, ox and octopus. Let the students draw the objects depicting the names of their teams and colour the pictures using crayons. The students can display their art work using jute string across the class. Tell the students that the team names are words beginning with the sound of letter O. Ask them to repeat the words after you.

**COULD DO**

05 MIN.



#### REaMS

- Open Activity 9 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. You may ask the students to name the 5 vowels. You may play the video and pause after the students listen to the sound O (say the sound of letter o) like in octopus. Encourage students to repeat the sound along with the audio.

Additionally, you may ask students to share some words that have the sound of the letter o. Give them suggestions like, orange, ox, onion, etc.

**SHOULD DO**

10 MIN.



- Open Activity 14 of Peak 6 on your REaMS Teacher Dashboard. Tell students that they are going to flip and spin furballs by giving correct answers. Encourage them to read the words aloud and find the correct matching pictures for them. You may keep pausing the video and prompt the students to answer. You may invite some of the students to come over one by one and do the activity.

**MUST DO**

05 MIN.

### Phonics Book

- Ask the students to listen to the story, on page 37, attentively and clap twice for every word they hear that begins with the sound of letter o. Read the story loud and clear with proper intonation. Ask them for the games they play.

**MUST DO**

05 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 work in pairs. Guide them to match the pictures with the words they depict in exercise A. Also, ask them to add more words to the list.
- The students can be asked to listen to the short story for the words with the middle sound of letter o. Also, they can be asked to snap their fingers on hearing the words with the middle sound of letter o.
- Point at each picture for the students to name them. Then, ask them to read the words given in the box after you and find them in the word search in exercise C.

**COULD DO**

05 MIN.

**SHOULD DO**

05 MIN.

**MUST DO**

05 MIN.



**Fast Phonics digital programme** to be shown to the students for REaMS activities in 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 group is given a chart to paste pictures depicting words beginning with the middle sound of the letter o.

### Home Task

- Complete Peak 6\_Phonics (Sound out. Blend. Read.) Worksheet.
- Parents can help the child complete exercises B and D. Repeat the words and ask him/her to find the objects at home that begin with the sound of letter o.

## Period 2: Sound of Letter U

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

### Phonics Book

- The students can be given a yellow chart paper and orange triangles to be pasted to form the Sun. Then, ask them to name the things which need Sun's energy to grow. Then, mention the sound of letter u as in the Sun and ask them to say more words that begin with the sound of letter u such as under, umbrella and so on.

**COULD DO**

05 MIN.

## REaMS

- Open Activity 9 of Peak 6 on your REaMS Teacher Dashboard and watch it along with the students. You may say, "Today we will learn about the last vowel in the list. Let's find it out." You may pause the video after the students listen to the sound U (say the sound of letter u) like in an umbrella. Encourage students to repeat the sound along with the audio.

**MUST DO**

10 MIN.

Additionally, you may ask students to share some words that have the sound of the letter u. Give them suggestions like, uncle, under, uniform, etc.

- Open Activity 17 of Peak 6 on your REaMS Teacher Dashboard. Ask students to hear and say the words aloud, then find the missing sounds. You may keep pausing the video and prompt the students to answer. You may invite some of the students to come over one by one and do the activity.

**SHOULD DO**

05 MIN.

Additionally, you may ask students to think of and share another word beginning with the same sounds.

## Phonics Book

- Arrange the class in a circle. Place Ryan's, Lina's, Sam's, Jas's and Maria's standees at the centre. Tell them that they are going to listen to the story. They must snap their fingers as soon as the words with the middle sound of u are read. Then, ask them to open their books to page 40 and describe the given picture in simple short phrases or sentences.
- Ask the students to open the book to exercise A on page 41 and identify the pictures. Explain that the words begin with the sound of letter u. Let them complete the words by writing u in the blank space.
- Show the pictures of the Sun, a bun, a tub and run to the students to identify and name them. Point at the middle sound of u in each word. Ask them to repeat the words after you and add more to the list. Then, give them flashcards with letters to form three-letter words.
- Read the listening text on page 42 aloud to the class. Ask them to listen attentively and write the names of the pictures in exercise D.

**MUST DO**

05 MIN.

**COULD DO**

05 MIN.

**MUST DO**

05 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.



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

**COULD DO**

10 MIN.

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

## Additional Suggested Activity

- Ask the students to read the given list of words that begin with the sound of letter u. Then draw any one picture for the same.
- Give sound cards to the students to be picked one by one and read aloud.

## Home Task

- Complete Peak 6\_Phonics (Word put) worksheet.
- Parents can guide the child through the exercises B and C. Read the words and sentences to the child and let him/her write the answers. Then, read the words together.

## Period 3: Let's Read

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

### Phonics Book

- Form two teams of the students. Ask them to think of a pet they would like to keep. Think of a name for their pet and what food they would give, and so on. They can also talk about the pet they already have. Give them a sheet and crayons to draw their pet. Then, have a 'show and tell' activity.
- Show the picture on page 43. Point at Peg and Meg and ask the students to talk about them. Support the students with words and phrases to describe the picture and relate to it.
- Next, tell them that Peg and Meg have come to enjoy with them in the class. Tell them to listen carefully as you recite the poem with correct rhythm, stress and intonation. Then, ask them to follow as you sing the rhyme once again. Have a group recitation of the poem with the children and let them enact the rhyme.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

MUST DO

15 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.



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

COULD DO

10 MIN.

### Additional Suggested Activity

- The students can be given a few words from the poem to frame sentences. Then, they can sing them like a rhyme.
- Make a model of their pet using old sheets of newspapers, pencil shavings, jute strings. Then, display them in the class.

### Home Task

- Parents can help the child learn and recite the poem. Then organise the Show Time when the child can present his/her poem in front of the family members.

## Period 4: Let's Talk

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

### Phonics Book

- Ask the students to sit in pairs. Tell each other what they do after they wake up. Guide their conversation with cues or pictures.
- Next, tell them to open the book to page 44-45. Read the word list on the left for the students to listen to and ask them to point at the objects in the picture.
- The students can be asked to describe the given picture in short and simple words. Engage them in class discussion and encourage them to talk about their morning routine. This is to enable them to add to their vocabulary, which can be used in daily conversation. Discuss the importance of having a healthy breakfast before starting their day. This will help them develop a healthy and fit body.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



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

### Additional Suggested Activity

- The students can be asked to draw a picture on a sheet and colour it. Then describe it to their partner or the whole class.

### Home Task

- Parents can ask the child to look at a picture in his/her favourite storybook and describe it using the newly learnt vocabulary.
- Encourage the child to speak. Do not interrupt the child. You may also ask him/her to speak during family get-together.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• hold crayons or tie jute string so as to develop fine motor skills (hand and finger movement)</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively with peers</li> <li>• show care for and joy in engaging with all life forms such as pets</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify vowel sounds of letters o and u and the words beginning with them</li> <li>• recognise the words with the sounds of letters o and u</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 in simple English or home language</li> <li>• listen attentively to the story for specific sounds of letters o and u</li> <li>• converse effectively using the newly learnt vocabulary</li> <li>• develop picture reading skills</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• make models of their pets using old sheets of newspapers, pencil shavings, jute strings.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• develop healthy eating habits</li> <li>• understand teacher's instructions and follow the class norms</li> </ul>

# Theme 5: Happy Holidays

Lesson 12: Let's Repeat

Lesson 13: Sound of Letter X

Lesson 14: Sound of Letter Y



3 Periods (40 minutes each)



Peak 6\_Phonics (Making CVC words), Peak 6\_Phonics (Read. Draw. Write.), Peak 7\_Phonics (Letter Xx), Peak 7\_Phonics (Letter Yy), Peak 7\_Phonics (Beginning and end sounds) main coursebook, flashcards, CRM signs, chart, pictures of a beach, a hill station, a historical place and a garden, hand paint



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop physical health and fine motor skills
- develop phonemic awareness of the sounds of letters x and y
- develop sharpness in sensorial perceptions
- develop effective communication skills

### 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

- Show sound cards to the students from their Learning kit. Read the words on the cards. Ask the students to follow. Then, divide the class into two groups. Repeat the activity and ask them to read the words. Next, ask the students to look at the pictures on page 46. Point at each picture for them to name them and identify the middle sound correctly. They can pick a green crayon and circle the letter which stands for the middle sound. For example, hen has the sound of letter e as the middle sound.

#### REaMS

- Open Activity 15 of Peak 6 on your REaMS Teacher Dashboard. Inform students that they will learn and read words with more than one syllable. Tell them that the syllable is - parts of words. Every syllable has a vowel in it. You may pause the video and ask students to identify the vowels in the word 'jacket'. Help them break the word into parts - /jack/ and /et/. Ask them to repeat each syllable after you e.g. /jack/, /et/, then blend them together to read the

COULD DO

05 MIN.



word 'jacket'. You may keep pausing the video and prompt the students to answer. Do the same for other words (velvet, kitten, visit, bucket) and complete the activity.

**SHOULD DO**

10 MIN.

Additionally, you may ask students to share some words that have more than one syllable. Give them suggestions like, butter, under, carrot, etc.

- Open Activity 19 of Peak 6 on your REaMS Teacher Dashboard. Inform students that they will use the letter tiles and make words. Show the letter tiles, pause the video, and ask students, "What did you hear? What word do we need to make? What letters from 'v, t, p, e' can we use to make the word 'vet'?" Allow students to independently work. Let them see, hear, say, and spell words aloud. Change a letter each time to make new words: vet, jet, met, mat, rat, hat, pat, pet, vet.

**MUST DO**

05 MIN.

### Phonics Book

- Continue with the same teams and tell them to observe the pictures in exercise B. Team A will identify picture 1 and Team B will tell the name of the picture from the list on the right that rhymes with picture 1. Repeat the activity for the rest of the pictures. After all have been taken up, the students can repeat the pairs of rhyming words. For example, bun- sun, ring-king, ant-pant. They can make more pairs of such rhyming words.
- Ask the students to read the words after you in exercise C. Then, work in pairs to find them in the word search. Oral drill can be taken up to make them practise word list and use them in the sentences.
- The students can air trace the objects in the word search like, an orange, an egg and so on.

**SHOULD DO**

05 MIN.

**MUST DO**

10 MIN.



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

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

**COULD DO**

05 MIN.

### Additional Suggested Activity

- The students can be given a set of objects and asked to identify their names and form a meaningful rhyming word.

**COULD DO**

10 MIN.

### Home Task

- Complete Peak 6\_Phonics (Making CVC words) and Peak 6\_Phonics (Read. Draw. Write.) worksheets.
- Parents can help the child make the word bank with the words in the lesson. Then, pick each word and frame meaningful sentence.

## Period 2: Sound of Letter X

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

### Phonics Book

- Form groups of four students each. Show pictures of a beach, a hill station, a historical place and a garden. Each student will take one picture and tell about it to the other three members of the group. They may say one or two sentences. Have a class discussion on the picture on page 48. Steer the discussion towards the topic of holidaying.

**COULD DO**

05 MIN.

- Then, ask them to listen attentively as you read the story. Read the story with proper intonation and point at the letter X. Then, tell them more words that begin with the letter X. Then, ask them a few questions like,
- Where is Ryan going?
- What is in Hampi?
- Who shows them around?
- Where does Ryan walk with his family?
- What does X mean in the story?
- Let the students express their ideas about travelling places and discuss the story. You may also show other places of tourist interest in Karnataka to them.



**P.S.** Tell the students that Ryan calls his father 'Appa'.

**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.

### REaMS


- Open Activity 1 of Peak 7 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 'box' and an 'x-ray'. You may say, "Yes, that's right. We saw an x-ray box. How many of you have seen an x-ray box?" You may then ask "Which letter comes at the beginning of the word 'x-ray' and which letter comes at the end of the word 'box'?" Some of them may point to letter x. Encourage students to tell you what sound the words begin and end with. Emphasise the sound of letter x as you repeat the words 'x-ray', 'box', and ask students to repeat after you.
- Additionally, you may ask students to share some words that have the sound of the letter x. Give them suggestions like, xerox, fox, six, mix, etc. Open Activity 2 of Peak 7 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 matching pictures for them. You may say, "Which letter has the sound X (say the sound of letter x) as in box?" 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.



### Phonics Book

- Let the students air trace the letter X. Then, trace it on the table. Next, they can be asked to open the book to page 49. Identify letter X in the letter grid in exercise A. Ask them to pick a crayon of their choice and circle each X.
- Show the word cards to the students to identify and read after you. Point at the ending of each word. Guide them to frame a meaningful sentence with each word - wax, six, mix and fox. Have a class discussion to use the words correctly. Then, read the given sentences on page 50 and ask them to complete them with words discussed. Go around the class to ensure that they write correct words in the blanks provided.



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

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



### Additional Suggested Activity

- Form two teams of the students. Show flashcards with the words that begin with the sound of letter x. Let them read the words after you. Lay the cards on the table and ask one of the team members to pick one card at a time and enact it. Then, ask their team to guess the word.

## Home Task

- Complete Peak 7\_Phonics (Letter Xx) worksheet.
- Parents can guide the child in identifying the objects that begin with the sound of letter x. Then ask him/her to pick a blue crayon and tick the correct picture in exercise B.
- In exercise D, give him/her the sound cards from the learning kit and help him/her read and identify the words that end with the sound of letter x. Then, she can pick a pink crayon and circle the words in word search on page 50.

## Period 3: Sound of Letter Y

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

### Phonics Book

- Create space in the classroom before the lesson begins. Ask the students to raise their arms, bend down and touch their toes. Then, clap their hands and rotate their neck side to side. Ask them the benefits of exercising and doing yoga.

**COULD DO**

05 MIN.

### REaMS

- Open Activity 3 of Peak 7 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 'yak' and a 'yoyo'. You may say, "Yes, that's right. We saw a yak with a yoyo. How many of you have seen a yak?" You may then ask "Which letter comes at the beginning of the words 'yak' and 'yoyo'?" Some of them may point to the letter Y. Encourage students to tell you what sound the words begin with. Emphasise the sound of letter y as you repeat the words 'yak', 'yoyo' and ask students to repeat after you.

**SHOULD DO**

10 MIN.

Additionally, you may ask students to share some words that have the sound of the letter y. Give them suggestions like, yoga, yellow, yoghurt and so on.

- Open Activity 4 of Peak 7 on your REaMS Teacher Dashboard and watch it along with the students. Tell them to hear the sound (of letter y) carefully and find its matching letter. You may ask students to identify and say the sounds of all the letters b, c, d and y aloud. You may keep pausing the video and encourage students to recall and share words that have the sounds of letters b, c, d and e.

**MUST DO**

05 MIN.

### Phonics Book

- The students are shown yoga poses and told about the benefits of doing yoga in the morning. Then, they are asked to listen attentively to the story and clap on hearing the words that begin with the sound of letter y. Then, ask them a few questions like,
- Who wakes up in the morning?
- What are they going to watch?
- What happens to the sky?
- What are the people doing?

**MUST DO**

10 MIN.

Have a class discussion on the story, encouraging the students to retell the story in short, simple words or phrases.

**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.

- Ask the students to trace letter Y on their table top. Then, let them point at every Y and y in exercise A on page 51 with a green crayon.

**SHOULD DO**

05 MIN.

- Show flashcards with pictures of a Yoyo, yak, yoghurt and yellow to the students to identify and name them. Ask for the beginning sound of each object. Then, guide them to trace the words in exercise C on page 53. Once they have traced the words, ask them to match each word to the corresponding picture.

**MUST DO**

05 MIN.



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



**Fast Phonics digital programme** to be shown to the students for REaMS activities in 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. Then, place Ryan's standee and a bowl of hand paint on each table. Tell them that Ryan wants them to write Y with yellow hand paint and tell one object or word that begins with the sound of letter y. Each student can be given a sheet of paper.

### Home Task

- Complete Peak 7\_Phonics (Letter Yy) and Peak 7\_Phonics (Beginning and end sounds) worksheets.
- Parents can get a YoYo for the child to play with. Also, help him/her say the words that begin with the sound of letter y.
- Guide him/her through exercises B and D on page 52-53. Ask the child to complete the given words with the letter y. Then, identify the objects in exercise B and match them with their names. In exercise D, sing and enjoy the poem with the child. Let him/her circle the words that have the sound of letter y.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• draw, colour pictures</li> <li>• hold crayons (hand and finger movement)</li> <li>• trace letters with index finger</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively 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>• recall, recognise and practise the words done in previous lesson</li> <li>• recognise the words with the sound of letters x and y</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 X and Y words in simple English or home language</li> <li>• listen attentively to the story for specific sounds of letters x and y</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• trace letters using hand paint</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• learn to exercise and do yoga for a fit and healthy body</li> <li>• understand teacher's instructions through CRM signs and follow the class norms</li> <li>• learn to enjoy holidays with family</li> </ul>

# Theme 6: Monsoon Magic

Lesson 15: Sound of Letter Z, ZZ

Lesson 16: Sound of Qu

Lesson 17: High Frequency Words

Lesson 18: Let's Repeat



4 Periods (40 minutes each)



Peak 7\_Phonics (Letter Zz), Peak 7\_Phonics (Letter Qq), Peak 7\_Phonics (Beginning and end sounds), Peak 7\_Phonics (Word my), Peak 7\_Phonics (Making words), Peak 7\_Phonics (Sounds), Peak 7\_Phonics (Sound out. Blend. Read.)

Main Coursebook, flashcards, CRM signs, chart, pictures, anchor chart



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop phonological awareness
- develop comprehension skills
- develop fine motor skills
- develop vocabulary and use language for a variety of purposes

### 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 Z, ZZ

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

#### Phonics Book

- Form a zigzag line with a tape pasted on the floor before the class begins. Using CRM signs, the students can be guided to hop-skip-jump on the spot. Then ask them to walk on the line made with the tape and say that they are walking on a zigzag line.

COULD DO

5 MIN.



#### REaMS

- Open Activity 5 of Peak 7 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 'zebra' and a 'zip'. You may say, "Yes, that's right. We saw a zip and a zebra. How many of you have seen a zebra in a zoo?" You

COULD DO

5 MIN.



may then ask “Which letter comes at the beginning of the words – zip and zebra?” Some of them may point to the letter Z. Encourage them to tell you the sounds the words begin with. Emphasise the sound of letter z as you repeat the sentence - ‘Zippy zebra with zig zag zips.’ and ask students to repeat after you.

- Open Activity 6 of Peak 7 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 sounds that match with the sounds of letter x and letter z. Then, drag and drop them into the bucket.
- Additionally, you may ask students to think of some more words that have the sound of letter z. Give them suggestions such as a zoo, zero, zoom, etc.
- Open Activity 7 of Peak 7 on your REaMS Teacher Dashboard. Tell them that they are going to fly the flags by making words with the given letters. Pause the video to let them see, hear and say each sound before they spell the words – yet, box, zip, yap, zap. Call them, one at a time, to do the activity.

**SHOULD DO**

5 MIN.

**MUST DO**

5 MIN.

### Phonics Book

- Place the character standees of Lina, Sam, Jas, Ryan and Maria in front of the class. The students can be narrated the story on page 54. Ask them to listen attentively and clap on hearing the words with the sound of letter z. Read the story with proper intonation and voice modulation. Then ask them a few questions to test their comprehension of the story. The questions could be
  - Where are children going?
  - What is everyone’s favourite fruit juice?
  - What do they play in the bus?
  - Name the words from the story that begin with the sound of letter z.
  - Engage the students in the story narration. Let them describe the pictures and retell the story in their own words.
  - Continue the story for the sound of zz on page 56 for the students to listen and comprehend. Read the story loud and clear with proper intonation. Ask them the following questions
    - Where do they arrive?
    - Who shows them the factory?
    - What do they do at the factory?
    - Do you think Ryan could drink all the juice?
    - What do they get from the factory?
- Encourage them to talk about the story – factory, fruit juice, etc. They may retell the story in short, simple phrases or their home language.

**SHOULD 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.

- Guide the students to air trace the letter Z. Then ask them to find Z and z in exercise A on page 55 and circle them with an orange crayon.
- Show flashcards with the words that end with the sound of zz. Let them repeat the words after you. Read and explain the statement in exercise C on page 56 and instruct them to colour the words that end with the zz sound.

**MUST DO**

5 MIN.

**COULD 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 asked to complete a collage with the letter Z and paste relevant pictures.

## Home Task

- Complete Peak 7\_Phonics (Letter Zz) worksheet.
- Parents can help the child recognise the pictures in exercise B on page 55. Then read the sentences to be matched with the relevant picture.

## Period 2: Sound of Qu

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

### Phonics Book

- Show CRM signs and guide the students to form a semicircle. Ask them to nod their head and clap their hands. Ask them to stand on one foot for as long as they can, without falling.

**COULD DO**

5 MIN.

### REaMS

- Open Activity 10 of Peak 7 on your REaMS Teacher Dashboard and watch it along with the students. Ask them what they saw in the video. Some of them may say that they saw a 'quail' and a 'queen'. You may say, "Yes, that's right. We saw a quail and a queen. How many of you have seen a quail (a bird) in a zoo?" Then ask "Which letter comes in the beginning of the words- quail and queen?" Some of them may point to the letter Q. Encourage them to tell you what sound the words begin with. Emphasise the sound of qu as you repeat the sentence – 'Quail bows to the queen.' and ask students to repeat after you.

- Additionally, you may ask them to share some words that have the sound of qu. Give them suggestions like quiz, quick, queue, etc.

**SHOULD DO**

5 MIN.

- Open Activity 11 of Peak 7 on your REaMS Teacher Dashboard. Show the sound squares to the students. Tell them to listen to the sounds carefully and find their matching letters. Encourage them to repeat the sounds along with the audio.

- Also, you may ask them to share a word for each sound (qu, y, z, x). You may list the words shared by the students on the board and circle their respective sound letters.

**MUST DO**

10 MIN.

### Phonics Book

- The students can be shown the picture of a duck and asked to make its sound. Then tell them that children went to the class after their visit to the fruit juice factory. Next, read the story on page 57 loud and clear with proper intonation and pauses. Ask them to listen again and tell the words that began with the sound of Qu. After explaining the story, they can be asked to answer a few questions such as

- What do the children talk about?
- What does Ms Rita ask them to do?

- Engage them in a class discussion about the characters, events and storyline. Encourage them to express their views in simple words or their home language.

**SHOULD 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.

- Show flashcards with the words in exercise A on page 57 and ask them to read after you. Then tell them to trace qu and complete the words. They may frame simple sentences with the words.

**COULD DO**

5 MIN.

- Ask them to observe and describe the pictures in exercise C on page 58. You may have to support them with the required vocabulary. Then read the sentences for them to understand and choose the correct option. They may tick the correct answers with a crayon.

**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 asked to make a sound chart for Qu. Give them a sheet with Qu and help them to write words that have the sound of Qu. For example, queue, quack, etc.

### Home Task

- Complete Peak 7\_Phonics (Letter Qq) and Peak 7\_Phonics (Beginning and end sounds) worksheets
- Parents can help the child read the words in exercise B on page 58. Then ask them to identify the words that begin with qu and colour the boxes.

## Period 3: High Frequency Words

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

### Phonics Book

- Ask the students to stand in a square formation. Then look up, then look down, turn their heads to the right, then to the left. Next, ask them to swing their arms and breathe deeply five times.

**COULD DO**

5 MIN.



### REaMS

- Open Activity 14 of Peak 7 on your REaMS Teacher Dashboard and watch it along with the students. Tell the students that they are going to learn some new words today. 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. Use CRM signs to encourage students to raise hands and take turns to answer.
- Open Activity 16 of Peak 7 on your REaMS Teacher Dashboard and watch it along with the students. You may say, "Do you remember Yeti? He is feeling cold today. Do you want to help him? Let's help him find the logs that have the word 'my' to make a fire." You may keep pausing the video and prompt the students to identify the word and complete the activity.
- Open Activity 17 of Peak 7 on your REaMS Teacher Dashboard. Tell them that they are going to identify some more words. You may keep pausing the video and prompt the students to identify the words (my, and, this, his, it, off, has, her, tell, he) and knock them down.

**COULD DO**

5 MIN.



**SHOULD DO**

5 MIN.



**MUST DO**

5 MIN.



### Phonics Book

- The students can be shown flashcards with the words has, her, off, do and yes to identify and read them. They can be asked to listen carefully and clap on hearing the high frequency words as you read the story. Let them listen, comprehend and answer the questions based on the story. The questions could be
  - Where does Ms Rita take the children?
  - What does Ms Rita do?
  - What happens to the pieces of paper?
  - What does Ryan want to do?
- Encourage the students to discuss the events of the story and try to retell the story in simple and short sentences or their home language.

**SHOULD 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.

- Form groups of three students each. Given them sound cards with the high frequency words to read. Then ask them to find the same in the word search in exercise A on page 60. Confirm the correct responses.

**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 two teams. Show them an anchor chart with the high frequency words. They can frame sentences. Each correct sentence can be written on the board for the whole class to read.

### Home Task

- Complete Peak 7\_Phonics (Word my) and Peak 7\_Phonics (Making words) worksheets
- Parents can guide the child to identify high frequency words written in bold in the story.
- Help them complete the sentences in exercise B on page 60 with the words in the box. Then guide them to read the complete sentences.

## Period 4: Let's Repeat

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

### Phonics Book

- The students could be shown the CRM signs and asked to sit and close their eyes. Then breathe deeply and focus on their breath to count the number of times they could breathe in one minute.

**COULD DO**

5 MIN.

### REaMS

- Open Activity 15 of Peak 7 on your REaMS Teacher Dashboard to read and practise words with more than one syllable. You may pause the video and ask students to identify the vowels in the given word. Then, divide the word into parts as per the syllable. Tell them to read each syllable and then blend them together to read the words (picnic, zigzag, lemon, cobweb, unzip). Also, tell them to identify the correct pictures that match with the given words.
- Open Activity 18 of Peak 7 on your REaMS Teacher Dashboard. Tell them that they will help Yeti climb the top by finding the beginning sounds of the words. You may keep pausing the video and prompt the students to identify the words. Encourage students to hear the words carefully and find their missing sounds.

**SHOULD DO**

10 MIN.

**MUST DO**

5 MIN.

### Phonics Book

- Form two teams of the students. Ask them to open the book at page 61 and complete the words with the letter z. The team to complete the words first reads them first, followed by the second team.
- Give them sound cards with the words in exercise D on page 62 to read aloud. Next, ask them to listen attentively and choose the most suitable option to complete words. Then read the sentences aloud.

**SHOULD DO**

5 MIN.

**COULD DO**

5 MIN.

### Let's Practise

- Show the sound cards for the sight words, high-frequency words to the students. Ask them to work in pairs and use them in a short story. You may have to support them with the required vocabulary.
- Next, tell them to identify the vowel sounds in decodable words given on page 63. Then ask them to read the decodable words joining each letter- his and kit. They can be encouraged to say other words with the same vowel sound – i. After the oral discussion, guide them to trace and write the sentences on page 63 neatly.

**MUST DO**

5 MIN.

**SHOULD DO**

5 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 given flashcards with the letters to form high frequency words. Then try to frame short and meaningful sentences with those words.

### Home Task

- Complete Peak 7\_Phonics (Sounds) and Peak 7\_Phonics (Sound out. Blend. Read.) worksheets
- Parents can help the child complete the qu words in exercise C on page 62. Then weave a story with them. Narrate the story in front of the family members.
- Ask them to choose the correct ending sound for the given words in exercise B on page 61. Complete the words and read them.

## 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>• work collaboratively with peers</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• recall, recognise and practise the words done in previous lesson</li> <li>• recognise the words with the sound of letters Z, zz and Qu</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 in English or their home language</li> <li>• listen attentively to the story and retell in simple words and phrases</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>• learn to exercise for a fit and healthy body</li> <li>• understand teacher's instructions through CRM signs</li> </ul>

# Theme 7: Festival Fun

## Lesson 19: Small p and Small q

## Lesson 20: Small b and Small d

## Lesson 21: Sound of sh



4 Periods (40 minutes each)



Peak 7\_Phonics (Letter Qq), Peak 7\_Phonics (Beginning and end sounds), Peak 8\_Phonics (Letter sh)

Main Coursebook, flashcards, CRM signs, chart, pictures



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine and gross motor skills
- display emergent literary skills and love for reading
- demonstrate interest and ability in writing
- identify and differentiate sounds
- develop phonological awareness, print awareness and concepts, recognition of letters and letter-sound correspondence

### 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: Small p and small q

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

#### Phonics Book

- The students can be shown the CRM sign 'Eyes on Me' and guided to form an arc with their arms. Then ask them to sway from side to side. They may stand on their toes and walk around the classroom.

COULD DO

5 MIN.



#### REaMS



- Open Activity 12 of Peak 7 on your REaMS Teacher Dashboard. Before playing the video, write 'p' and 'q' on the board and ask students to identify or distinguish letter p from letter q. Now, play the video 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 'penguin' and a 'queen'. You may say, "Yes, that's right. We saw a penguin and a queen. One starts with the sound of letter p (as in penguin)

COULD DO


5 MIN.





and another starts with the sound of letter q (as in queen)." Emphasise the sound of letter p and q as you repeat the sentence - 'Penguin pops popcorn for the queen.' to be followed by the students.

- Also, help them understand the difference between both the letters. Tell them to make the letters 'p' and 'q' using their hands (as shown in the video) and share some similar words starting with the sound of letter p and letter q. **SHOULD DO** 
- Open Activity 13 of Peak 7 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 p, as in penguin? Which letter has the sound of qu, as in queen?" Encourage them to repeat the sound along with the audio and share at least one word starting with the sound of letter p or with the sound of letter qu. You may list these words on the board and circle their respective sound letters. **MUST DO** 


### Phonics Book

- Hold the flashcards with p and q for the students to identify and tell the words that begin with them. Then tell them that they are going to listen to the story on the same words. Place the character standees of Sam and Maria for them to see. Inform them that they both went to a food festival and saw new fruits. Read the story on page 64 with the correct pronunciation, pauses and intonation. They can be asked to clap on hearing the words that begin with p and q. Then read the story once again for them to listen and comprehend the story better. Also, ask them a few questions such as
  - Where do children go with their parents?
  - What do they see there?
  - What is the name of the new fruit they see?
  - What does the new fruit look like?
  - What do they buy?
  - What does Sam eat?
  - What does Maria eat?
  - What does it taste like?
- Encourage the students to discuss the characters, events and storyline and also share their experience of eating a new fruit, which they have never tasted before. **COULD DO** 

**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.

- Ask the students to sing the rhyme after you. Sing the rhyme in exercise A on page 65 with rhythm and intonation for them to follow. Let them enjoy reciting it with rhythm. They may be encouraged to enact it, too. **SHOULD DO** 
- The students can be asked to form two teams. Each team will get two riddles to answer. Then read the riddles in exercise E on page 66 for them to answer. Accept all relevant responses and ask them to write the answers in the blank space provided. **MUST DO** 

**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.

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

## Additional Suggested Activity

- The students can be divided into two groups namely p and q. Ask them to take turns and name one object that begins with the letter they have got for their team. You may write the correct words on the board. Once they have got their word bank ready, guide them to read the list.

## Home Task

- Complete Peak 7\_Phonics (Letter Qq) and Peak 7\_Phonics (Beginning and end sounds) worksheets
- Parents can guide the child to form new words in exercise B on page 65 by adding small p or q. First ask them to read the words and complete them by tracing small p and q.
- Ask the child to look at the pictures in exercise C on page 65 - 66 and name them. Then ask them to identify the letter it begins with. Confirm the correct responses and give the child a star.
- The child can be asked to read the words in exercise D on page 66 after you. Then complete them with small p or q. Confirm the correct responses.

## Period 2: Small b and Small d

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

### Phonics Book

- The students can be shown the objects that begin with the sound of b and end with that of the letter d such as band, sand, pond and so on. Then ask them to listen attentively and identify the words with the sounds of b and d. They may snap their fingers on hearing the words with the sounds of b and d. Read the story loud and clear for the students to listen and comprehend the story. Then they can be asked to answer a few questions such as
  - Where are the children?
  - What do they smell?
  - What does Ryan point at?
  - What do they have at the bakery?
  - What does the baker give them?
- Let the students discuss the storyline, characters and the events. They may retell the story in short and simple sentences or their home language.



**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.

- Ask them to work in pairs and identify the pictures in exercise A on page 68. Then complete their names by writing the missing letters in the blank space.
- Show them a box, bat and a ball to identify the sound they begin with. Let them repeat the words and the sound. Ask them to find the objects that begin with the sound of letter b in exercise B on page 68.



- Write dad, hand, sand and pond on the board. Guide them to read the words by joining the sounds. Also, ask them to point at the ending of all the words, that is, d. They can add more words to the list. Then tell them to complete the words by adding letter d, in exercise C, on page 69.

**SHOULD DO**   
10 MIN.



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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a chart with incomplete words such as \_and, \_ox, \_at, han\_, ben\_, etc, to be completed with either letter b or letter d. They may work in pairs to solve and build new words. The ones to form new words can be called to read the words aloud.

### Home Task

- Parents can help the child read the words in exercise D on page 69. Then find the same in the word search and circle them with a green crayon.

## Period 3: Let's Talk

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

### Phonics Book

- The students can be shown the picture on page 70 using the projector. Point at each object and character for them to identify and tell its name.
- Then read the questions and encourage them to answer using simple, short words, phrases or their home language. They all must be encouraged to answer by providing them the vocabulary required.
- Form groups of four. Help them narrate a story in their own words. Then they can share their story with the class, group-wise.

**COULD DO**   
5 MIN.

**MUST DO**   
15 MIN.

**COULD DO**   
20 MIN.



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

**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be asked to draw a picture. They are then asked to exchange and describe their partner's picture.

### Home Task

- Parents can use any picture from the magazines or newspaper and narrate a story based on it. Then encourage the child to tell a story in the same way.

## Period 4: Sound of sh

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

### Phonics Book

- Show CRM signs 'Stand in a Line, Eyes on me' to the students and help them to form a line. Then tell them to tiptoe around the classroom, carefully.

**COULD DO**   
5 MIN.

## REaMS

- Open Activity 1 of Peak 8 on your REaMS Teacher Dashboard and watch it along with the students. Tell them that when two letters are combined to make one sound, it is called a digraph. Pause the video to explain different 'digraphs' e.g. vowel-consonant (ow), consonant-consonant (sh) and vowel-vowel (ie). You may also ask them to think and share some words that have any one of the digraphs. Write down those words on the board and circle their respective digraphs. **COULD DO**   
5 MIN.
- Open Activity 2 of Peak 8 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' and a 'horse'. You may say, "Yes, that's right. We saw a snake and a horse. How many of you have seen them in a zoo?" Tell them that both the letters s and h, together make a sound of sh, as in shirt. Emphasise the sound of sh as you repeat the sentence - 'Sh! Shoo silly snake, shoo! shoo' and ask them to repeat after you. **SHOULD DO**   
5 MIN.
- Open Activity 3 of Peak 8 on your REaMS Teacher Dashboard. Tell them that they are going to fly the flags and form new words with the help of given letters. Pause the video to let students see, hear and say each sound before they spell the words- shop, ship, shell, fish, dish. **MUST DO**   
5 MIN.

## Phonics Book

- The students can be shown the pictures of shell, shop, brush and a shoe to identify and name them. Ask them to point at something that is the same in all of them. Confirm that it is the sound of sh in the beginning as well as at the end of the words. **COULD DO**   
5 MIN.
- Ask them to listen to the story attentively and clap on hearing the words with the sound of digraph sh. Then read the story on pages 71 and 73 with proper intonation, pauses and voice modulation. Engage them in the discussion of the story as there are a few questions to answer such as
  - On reaching the end of the festival, how do they feel?
  - What does Baba ask everyone?
  - What does Maria point at?
  - What is the shape of the table?
  - What does Lina want?
  - What do they all order?
  - What do they finish?
  - What do they do after going home?
- They may answer in simple, short words or phrases or their home language. Encourage them to share their choice of milkshakes or any other thing they like to have. Recapitulate the words beginning and ending with sh. **SHOULD DO**   
10 MIN.
- Ask them to work in pairs and name the objects in the exercise C on page 73. Then tell them to pick a pink crayon and circle the objects that end with the sound of sh. Help them cross check with their partner as you discuss the correct responses. **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.

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

### Additional Suggested Activity

- Guide the students to draw a big fish on a sheet and paste words from the bowl that end in digraph sh.

### Home Task

- Complete Peak 8\_Phonics (Letter sh) worksheet
- Parents can help the child read the words in exercise A on page 72. Then colour the ones that begin with the sound of sh.
- Point at the pictures in exercise B on page 72 for the child to name and complete the words with sh.
- Read the words in bubbles in exercise D on page 74. Then ask them to read again and find the words that end in the sound of digraph sh. Then colour the clouds with words ending in sh.

## 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><li>• draw, colour pictures and hold crayons (hand and finger movement)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• work collaboratively with peers</li><li>• express their likes and dislikes in simple words, phrases or their home language</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• differentiate between the letters p and q, b and d</li><li>• recognise the words with the sound of digraph sh</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 in simple English or their home language</li><li>• listen attentively to the story for specific sounds and retell the events</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 teacher's instructions through CRM signs and follow the class norms</li></ul>

# Theme 8: Sparkling November

Lesson 22: Sound of ch

Lesson 23: Sound of th

Lesson 24: Sound of ng

 3 Periods (40 minutes each)



Peak 8\_Phonics (Letters ch), Peak 8\_Phonics (Letters th), Peak 8\_Phonics (Letters ng) and Peak 8\_Phonics (Beginning and end sounds)

Main Coursebook, flashcards, CRM signs, character standees, sound cards, chart, pictures



Fast Phonics digital programme, eBook

## Curricular Goals and Objectives (ECCE)

### To enable the students:

- develop fine motor skills
- develop emotional intelligence
- develop emergent literary skills and love for reading
- develop vocabulary and use language for a variety of purposes
- demonstrate interest and ability in writing
- gain knowledge of India

### 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 ch

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

#### Phonics Book



- Show CRM signs to the students and ask them to form a semicircle. They can be asked to raise their arms and stamp their feet. Ask them to move in a forward movement and then backward to get to their seats.

**COULD DO**

5 MIN.

#### REaMS

- Open Activity 4 of Peak 8 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 'horse' and some 'cherries'. You may say, "Yes, that's right. We saw a horse chomping on cherries. How many of you like cherries?" Tell them that both the letters c and h, together make a sound of ch, as in cherries. Emphasise the sound of ch as you repeat the sentence - Ch ch ch... chomping on cherries, and ask them to repeat after you.



- Additionally, you may ask students to think of some words that start with the sound of ch. Give them suggestions such as a chair, cheese, chin, etc. 
- Open Activity 5 of Peak 8 on your REaMS Teacher Dashboard. You may say, "Do you like rolling a ball? Let's choose the correct sound and make the ball roll." You may keep pausing the video to let students identify the sound of ch, then blend individual sounds of the words and find the matching pictures for the words (chip, chin, chill, rich, chop, much, chat). You may call students, one at a time, to do the activity. Use CRM signs to encourage students to raise hands and take turns to answer. 

### Phonics Book

- The students can be asked to sit on their chairs. Ask if they like to eat cheese. Show them pictures/ models of cheese, chain, chalk and cherry to identify the sound they all begin with. Confirm they all begin with the digraph ch. Then ask them to draw a cherry on a sheet and colour it red.

**P.S.** Cherries drawn and coloured by all the students can be displayed on board.



- The students can be told the story on page 75 loud and clear with proper intonation for them to follow. Let them ask questions and answer to explain the story better. Then explain the story that we celebrate Chacha Nehru's birthday as Children's day. This is to be followed by a question and answer session. The questions could be
  - Where do children go?
  - Where do they sit?
  - What do they see on the bulletin board?
  - Who was Pandit Jawaharlal Nehru?
  - How do we celebrate his birthday?
  - Who shares her/his birthday with *Chacha Nehru*?
- The students can share their thoughts about the first Prime Minister of the country. They may like to share the details about their birthday celebrations. Encourage them to express their thoughts in simple words or phrases in English or their home language. 
- The students can be asked to look at the pictures in exercise A on page 76. Then as they name the objects, tell them to tick the ones that begin with the sound of digraph ch. Confirm the correct responses. 

**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.



**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 chart and asked to draw and say cheese. Then write all the words that begin with the sound of ch that they have learnt inside it.
- **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.

## Home Task

- Complete Peak 8\_Phonics (Letters ch) worksheet
- Parents can help the child make a list of words that begin with the sound of digraph ch. Then make small slips and keep them in a box and make their word bank. Help them read two words everyday.

## Period 2: Sound of th

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

### Phonics Book

- Using CRM signs 'Please Wait, Eyes on Me', ask the students to form a circle. They can be guided to focus on their breath as they breathe deeply. Then ask them to jog on the spot. Next, ask them to bend down and touch their toes five times.

**COULD DO**

5 MIN.

### REaMS

- Open Activity 7 of Peak 8 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 'horse', a 'tree' and some 'bees'. You may say, "Yes, that's right. We saw the horse, the tree and thirty-three bees. How many of you have seen bees on a tree or in a garden?" Tell them that both the letters t and h, together make a sound of th, as in three. Emphasise the sound of th as you repeat the sentence - The tree and the horse meet thirty-three bees, and ask students to repeat after you.
- Additionally, you may ask them to think of a few words that start with the sound of th. Give them suggestions such as they, that, thanks, etc.
- Open Activity 8 of Peak 8 on your REaMS Teacher Dashboard. You may say, "Do you like rolling a ball? Let's choose the correct sound and make the ball roll." Pause the video to let students identify the sound of th, then blend individual sounds of the words and find the matching pictures for the words (them, moth, thick, that, this, path, bath). You may call them, one at a time, to do the activity. Use CRM signs to encourage them to raise hands and take turns to answer.

**COULD DO**

5 MIN.

**MUST DO**

10 MIN.

### Phonics Book

- Place Lina's, Sam's, Ryan's, Jas's, and Maria's standees in front of the class. The students can be asked to listen to the story and snap their fingers as they hear the sound of digraph th. You may read the story on page 77 with proper intonation, pauses and voice modulation for them to follow. They can be asked to answer a few questions such as
  - Why are the children happy?
  - Why are parents taking them on a special picnic?
  - Whose birthday is it?
  - What do they bring for the picnic?
  - What is in the red basket?
  - What do they do?
  - What will they do after going home?

- Also, read the story for the ending sound of th on page 79. Emphasise on the sound of voiceless digraph th. Instruct students to place the tip of their tongue slightly behind their front teeth to pronounce it correctly.
- Talk to them about the hard sound of th in the beginning of the words – this, that, there, those, their and them. Then, discuss answers to the questions arriving at the summary of the story. Let them express their thoughts about Sam's birthday celebration. Also, they can share how they celebrate Children's day.



**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.

- Form two teams of the students. Ask them to listen carefully and recognise the words with the hard sound of th at the beginning of the words in exercise A on page 78. Then tell them to colour the boxes with crayons.
- The students can be asked to name the pictures in exercise B on page 78. Help them name the pictures and identify the soft sound of th at the beginning of the words – thank, thunder, thick and three. They may be asked to add to the list. Let them differentiate the soft sound of th from the hard sound by saying two words together that have different sounds of th. For example, thin and that and so on.



 **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 digraph th and the sound cards with words. Ask them to work in pairs. Then tell them to make pairs of words with voiced and voiceless sounds of th in the beginning or at the end by placing the cards separately. Discuss the words and help them cross check the list they have made.

### Home Task

- Complete Peak 8\_Phonics (Letters th) worksheet
- Parents can help the child read the words in exercise C on page 79. Then match them correctly with the pictures on the right.
- Guide them to make a word wheel on a coloured sheet for the ending sound of th in exercise D on page 79. Then help them read the words.

## Period 3: Sound of ng

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

### Phonics Book

- The students can be shown CRM signs 'Please Wait, Shh..., Stand in a Line' for the activity. Organise the class and demonstrate a few exercises to do. Tell them to swing their arms and wave them from left to right. Then ask them to close their eyes and breathe deeply. They must focus on their breath.



## REaMS

- Open Activity 10 of Peak 8 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 'frame', a 'nail' and a 'girl'. You may say, "Yes, that's right. We saw a nail and a frame. How many of you have frames or pictures on the wall of your house?" Tell them that both the letters n and g, together make a sound of ng, as in hang. Emphasise the sound of ng as you repeat the sentence - Bang! Bang! Bang! Let's hang the frame, and ask them to repeat after you.
- Additionally, you may ask them to think of some words that end with the sound of ng. Give them suggestions such as king, ring, sing, etc. **COULD DO**   
5 MIN.
- Open Activity 11 of Peak 8 on your REaMS Teacher Dashboard and watch it along with the students. Tell the students that they are going to practise a few words that have the sounds of ch, sh, th and ng. 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 also write these words on the board and circle their respective sounds. Use CRM signs to encourage students to raise hands and take turns to answer. **MUST DO**   
10 MIN.

## Phonics Book

- The students can be asked to sing a rhyme or a song. Then point at the ending sound of ng. Then ask them to think of a few more words that end with the sound of ng. Also, tell them to listen to the story carefully and nod their head on hearing words with the sound of ng.
- Read the story on page 80 with proper intonation and pauses. Let them identify the standees and describe the pictures in their own words. Then narrate the story in simple words, phrases or their home language. The students can be divided into two groups and asked a few questions to answer. The questions could be
  - What do they see on the way?
  - What does Mummy say?
  - What is the man selling?
  - What does Maria point at?
  - What are the other people selling?
  - Where do they go?
  - What do they eat?
- Encourage them to talk about the characters and events of story. They may share their own experiences of going to the market with parents. Let them retell the story in simple, short phrases or their home language. **SHOULD 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.

- Ask the students to read the words after you in exercise A on page 81. They may colour the words that end in the sound of ng. Then ask them to read the words they have coloured again. **COULD DO**   
5 MIN.
- Guide them to identify the pictures in exercise B on page 81. Let them read the sentences with clues given in the box. Then tell them to write the answers in the blank space provided. **MUST DO**   
5 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.

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

### Additional Suggested Activity

- Organise an oral drill for ng words with the students. Form two teams. Show sound cards with ng words to both teams one by one. Place the cards on the display board for them to see. After both the teams have identified the words, you may point at each word and let them say the words in rhythm.

### Home Task

- Complete Peak 8\_Phonics (Letters ng) and Peak 8\_Phonics (Beginning and end sounds) worksheets
- Parents can help the child read the words in exercise C on page 82. Then guide them to find the words in the word search.
- Guide the child through the sentences in exercise D on page 82. Ask them to read the sentences after you. Tell them to fill in the blanks with the suitable words given on the right. Also, ask them to match the sentences with the correct words.

## Learning Outcomes

The students will:


<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show hand-eye coordination and muscle strength in simple activities</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>work collaboratively with peers</li> <li>express their thoughts in simple words, phrases or their home language</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>differentiate between the hard and soft sounds of digraph th</li> <li>recognise the words with the sound of digraph ch and ng</li> <li>make sense of the world around through observation and logical thinking</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 in simple English or their home language</li> <li>listen attentively to the story for specific sounds</li> <li>retell the events and describe the characters of the story</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>work collaboratively in art work</li> <li>learn about Chacha Nehru's birthday being celebrated as the Children's day</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>acquire skills to plan, focus attention and perform activities</li> </ul>

# Theme 9: Ho, Ho, Ho!

Lesson 25: Let's Repeat

Lesson 26: High Frequency Words

Lesson 27: Animal Sounds

 3 Periods (40 minutes each)



Peak 8\_Phonics (Beginning and end sounds) and Peak 8\_Phonics (Beginning sounds), Peak 8\_Phonics (Making words) and Peak 9\_Phonics (Read. Draw. Write.)

Main Coursebook, flashcards, CRM signs, a box with slips of paper with words, sound cards, chart, pictures, ice-cream sticks and cutouts of animals



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
- develop vocabulary and use language for a variety of purposes
- display emergent literary skills and love for reading
- identify and differentiate sounds, phonological awareness, print awareness and concepts, recognition of letters, letter-sound correspondence

### 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

- The students are seated in a circle. Show them CRM sign 'Eyes on me' and ask them to roll their hands in the front, up and down for at least five times. Then tell them to close their eyes and breathe deeply.

**COULD DO**


5 MIN.

#### REaMS




- Open Activity 12 of Peak 8 on your REaMS Teacher Dashboard. Tell the students to hear the sounds of ch, sh, th and ng carefully and find the matching letters for them. Encourage them to repeat the sounds along with the audio and share at least one word for each that has the sound of ch, sh, th and ng. You may list these words on the board and circle their respective sound letters.

**SHOULD DO**

10 MIN.


- Open Activity 18 of Peak 8 on your REaMS Teacher Dashboard. Tell students that they will help Yeti climb the mountain by finding the beginning and ending sounds of some words. You may keep pausing the video and prompt the students to identify the sounds. Encourage them to hear the words carefully and find their missing sounds. **MUST DO** 

### Phonics Book

- The students are shown the sound cards for the words in exercise A on page 83. They may read after you or on their own and pick the one that does not belong to the group. Take up each part of the exercise and discuss. Guide them to open the book at page 83 and colour the odd one out. **SHOULD DO** 
- Next, read the sentences in exercise B on page 84 for the students to complete with the words provided in the box. **MUST DO** 
- Form groups of four students each. Instruct them to listen attentively as you read the Listening text on page 94. Each member of the group can answer one riddle. Then discuss the correct responses and write them on the board. Ask them to write the answers in the blanks. **COULD DO** 

**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.

### Let's Talk

- The students can be asked to name five animals that they see in the picture on page 86. Ask them a few questions to answer and talk about it in simple phrases or their home language. Engage them in a class discussion providing vocabulary required. **MUST DO** 



**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** 

### Additional Suggested Activity

- Place a box with slips of paper with words that have digraph sh, ch, th and ng at the centre. Form two teams of students. Ask them to open the box and take out one slip of paper. Read the word and paste it on the wall under the correct column.

### Home Task

- Complete Peak 8\_Phonics (Beginning and end sounds) and Peak 8\_Phonics (Beginning sounds) worksheets.
- Parents can guide the child through the exercise D on page 85. Ask them to say words with the digraphs sh, ch, th and ng. Then read the given word list after you and colour them as per the colour code provided.
- Parents can help the child enjoy reciting and enacting the poem in Let's Read on page 88. They may be asked to describe the illustrations in simple phrases or their home language.

## Period 2: High Frequency Words

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

### Phonics Book

- The students can be organised in a semicircle. Ask them to look at the CRM sign 'Stand in a Line' and wait for them to line up. Then instruct them to stamp their feet and march past. They can go around the classroom once and return to their original position. Tell them to raise their hands and clap five times. **COULD DO**   
5 MIN.

### REaMS

- Open Activity 15 of Peak 8 on your REaMS Teacher Dashboard. Tell them that they are going to identify some more words and knock them down. Pause the video and prompt the students to identify the words (me, we, he, my, his, her, this, them, that, with). Call them, one at a time, to do the activity. Use CRM signs to encourage the students to raise hands and take turns to answer. **SHOULD DO**   
5 MIN.
- Open Activity 19 of Peak 8 on your REaMS Teacher Dashboard. Tell the students that they are going to practise and learn new words in the video. Pause the video and prompt them to read the sentence and identify its matching picture out of three given pictures. Use CRM signs to encourage them to raise hands and take turns to answer. **MUST DO**   
10 MIN.

### Phonics Book

- The students can be shown the sound cards with 'It', 'we' and 'the' to recognise. Then ask them to listen to the story on page 89. Ensure that the story is narrated with proper intonation, pauses and voice modulation. Let them role-play the story. You may have to help them in taking position and saying the dialogues. **SHOULD DO**   
15 MIN.
- The students can be guided to read the words given on the left in exercise B on page 90. Then find them in the word search. Help them locate the words and read them aloud. **MUST DO**   
5 MIN.



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**COULD DO**   
10 MIN.

### Additional Suggested Activity

- The students can be given a set of words to identify the high frequency words taken up in the lesson. Then ask them to frame simple sentences using them.
- Also, they can continue with the role-play for the rest of the students.

### Home Task

- Complete Peak 8\_Phonics (Making words) and Peak 8\_Phonics (Read. Draw. Write.) worksheets.
- Parents can help the child read the sentences in exercise A on page 90. Then complete them with the high frequency word 'We'. Talk to them about the correct usage of the word and encourage them to frame more such meaningful sentences.

## Period 3: Animal Sounds

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

### Phonics Book

- Using CRM signs, organise the class into two teams. They can be asked to name an animal and the other team will tell the sound of that animal.
- Form groups of six students each. Ask them to open the book at page 91 and discuss the sound each animal makes. Then ask them to tell the correct answers. Encourage them to tell a story with all the six animals shown.
- Show pictures of animals given in exercise B on page 92 and ask them to identify. Then show them the sound cards to read after you. Then trace and write them neatly on the dotted lines.

**COULD DO**

5 MIN.

**MUST DO**

10 MIN.

**SHOULD DO**

5 MIN.

### Let's Practise

- Form two teams of the students. Ask them to repeat the sight words as you show them cue cards. Then show them few sentences to read sight words.
- The students can be given high-frequency words on 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. They may be encouraged to tell short stories.
- Next, tell them to identify the vowel sounds in decodable words given on page 93. Then ask them to read the decodable words joining each letter—this, big and shell. They can be encouraged to say other words with the same vowel sounds - i and e.

**SHOULD DO**

5 MIN.

**MUST DO**

10 MIN.

**SHOULD DO**

5 MIN.

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

**COULD DO**

10 MIN.

### Additional Suggested Activity

- The students can be given ice-cream sticks and cut-outs of animals. Help them paste the cut-outs on the ice-cream stick. Then they can hold the stick puppet and say the sound of that animal.

### Home Task

- Parents can help the child read the sight words, high frequency words and decodable words in one of the child's favourite story books.

## 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>• work collaboratively with peers</li><li>• recognise different emotions and make efforts to regulate them appropriately</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recognise animal sounds</li><li>• recapitulate words with the sounds of digraphs ch, sh, th and ng</li><li>• make sense of world around through observation and logical thinking</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• recognise most frequently occurring letters and use the knowledge to read and write simple words and sentences</li><li>• develop phonological awareness and are able to blend phonemes or syllables into words</li><li>• communicate their ideas using simple words or home language</li><li>• listen attentively to the story for specific sounds</li><li>• describe the characters of the story</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• work collaboratively in art work</li><li>• learn about animals found in the environment and the sounds they make</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• acquire skills to plan, focus attention and perform activities</li></ul>