



Phonics Foundation Class

Lesson Plan

Purpose:

The purpose of this document is to assist the class teachers with the Phonics Foundation lesson plan to impart effective nurturing.

Procedure:

Age Group: 3.5 + years

- Assess the student using the prerequisites before enrolling.

Prerequisite:

Recognition of a few alphabets

Goals:

- **Recognition of Alphabets**

Steps:

1. Follow the daily lesson plan and the text books referred to in this document to impart effective learning for the students. The goal is to complete the program in 20 classes. Before starting the class, note down the start date, end date and holidays for this program.
2. When planning for 20 classes, plan for 20 + 1 extra class when the program overlaps with Vijayadasami and Christmas Holiday season. When the students come back from these two holidays, this extra day can be used to perform a review session before we continue with the regular flow of the program.
3. Compensation Class: Compensation classes are to be conducted when school is closed due to weather conditions or corporate meetings or special school programs. Compensation classes must be conducted the same week or the following week and should not exceed the 3 classes' schedule. No compensation class for holidays.
4. The teacher shall discuss with the Center Head regarding the compensation class and it has to be intimated to the parents via SMS or Hand outs. The template is provided.
5. The classroom must be spacious and inviting for the students. Each student should have enough space to sit and move around. The teacher should teach from a position where the students can clearly see and hear the teacher.
6. The teacher student ratio is 1:15.



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7. Assess students' Reading skill level, behaviour pattern (slow recognition, shows interest in learning).
8. The Counsellor and the Teacher shall assess the child's learning style by performing a few activities and capture the details in the assessment report. Please review the guidelines on how to assess the learning style.
9. Assess the child's learning style with the help of the sample activity sheets. Retain the copy for the school record and update the same in the assessment report. The teacher shall observe the learning style for the first four weeks and update the assessment report accordingly.
10. Group Review: At the end of each month, review the progress with parents as a group. Give a turn to each student to present what they have learnt. E.g. Teachers have to make the session very interactive with the parents. Inform the parent about the review a week before. Teachers shall ensure that the school materials are not exposed during the group review. Teachers can try any activity for the students to demonstrate in front of their parent(s). Teacher shall not give any negative comments. Encourage parents to share their feedback.
11. Teachers must prepare for the class in advance.
12. Teachers shall review the week's curriculum on eShine and get all the activity sheets ready for the class.
13. Keep the student records in an organised manner and in a secured place.
14. A short note on the student's progress has to be presented to the parent once a week. Pick a date that is suitable to provide feedback.
15. Schedule a time with each parent at least a week before the completion of the program, to review progress and graduation.
16. Preparation for Graduation: Graduation will happen after the completion of Phonics Level-1. This event happens at the last day of the camp. An updated Assessment Report and Certificate of completion has to be in place. The Parent feedback form and Continuation form has to be sent to the parents prior to the Graduation Day. Request the parents to bring the Feedback form and the Continuation form on the Graduation Day. A copy of the assessment report should be kept for school records. Discuss your observation with parents at each level. Close the meeting with a photograph individually taken with the students and also one with the parent(s). Photo session is optional.
17. Determine in the very first month whether the student will be able to complete the program in 2 months. If the student does not complete the program in 2 months, capture the facts and present it to the parents plus discuss anticipated extended duration to



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complete this level. The facts being presented have to be communicated to the parents on the regular weekly meetings and monthly review meetings. Suggested extended duration can be month-to-month for easy management and administration of the program.

18. Guest Child: They are enrolled for three classes for a Trial purpose. The teacher can recommend the outcome based on the assessment. The teacher shall also create an assessment report for a guest child. Assessment reports shall be given to the parents and a copy should be retained for school records.

About Learning Style and Evidence Based Training: Refer eShine

Reference Books: MyBeeClub Phonics Level I/Online

Daily Lesson Plan:

Program Schedule: 10 classes – 60 minutes per class.

NOTE: On Day 6, 12 & 18 of the program, teachers must do two EQ activities (15 mins each) as per the MBC EI Activity Guidelines.

Time	Daily Activity Schedule – Phonics
5 min	Interaction – Warm up session
5 min	Review /Laughter Therapy
15 min	Phonics Lesson Plan
15 min	Individual Nurturing
15 min	Activities – Games / CD
5 min	Reward

Teaching Guideline:

1. Teachers should use flashcards while introducing the letters.
2. Place the upper case (capital letter) and lower case (small letter) chart in the class at the students' eye level.
3. Use the Phonics book to introduce the letter while teaching so that it attracts the students with bright colours and the letters get registered in their minds.



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4. Write the letters on the board during individual nurturing; each student can trace on the board. Teachers can also try activities for the students to match upper case and lower case letters.
5. Sing the alphabet song to help the student learn the names of the letters.

Daily Lesson Plan:

Date	Theme & Activities
Day 1	<p>Letters</p> <ul style="list-style-type: none">• Aa & Bb - Refer teacher's guideline <p><u>Laughter Therapy</u></p> <p><u>Greeting Laughter</u></p> <ul style="list-style-type: none">• Greet everybody the way you normally greet in Indian style and Western style (e.g. Namaste and shake hands) and replace words with laughter. <p><u>Activity:</u></p> <ul style="list-style-type: none">• Take some rice in a bowl.• Allow students to write letters on the rice• Encourage the student to say the letter.
Day 2	<p>Letters</p> <ul style="list-style-type: none">• Review Day 1• Cc & Dd - Refer teacher's guideline• Explain to the students that the lowercase "b" has a belly, while the lowercase "d" has a bottom when reading from left to right. Use the illustration of the word "bed" to show the student how the "b" faces right and the "d" faces left. <p><u>Laughter Therapy</u></p>



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	<ul style="list-style-type: none"> • Sit on a chair with your hands on your lap. • Clap your hands sideways and laugh Ho Ho Ho and He He He. • Start slowly and then gradually increase the speed. <p><u>Activity :</u></p> <ul style="list-style-type: none"> • Take 8 small sized cards and write upper case and lower case letters on each card (A- D). • Ask the student to say each upper case letter and match it with their respective lowercase letter. • Make sure each student gets a turn.
Day 3	<p>Letters</p> <ul style="list-style-type: none"> • Review Day 1 and Day 2 • Ee & Ff - Refer teacher's guideline <p><u>Laughter Therapy</u></p> <p><u>Ha Ha Ha Mountain pose</u></p> <ul style="list-style-type: none"> • Have the students begin by standing with their feet together, toes apart, shoulders up high and hands on their bellies. • Have them inhale and feel their bellies expand; as they exhale, have them force out a Ha-Ha-Ha. • Repeat this four to five times and the room is in laughter. <p><u>Activity:</u></p> <p><u>Game 1</u></p> <p>Use flashcard ABC's. Have the students sit in front of you. Then hold up the cards, one at a time, and have the students bend their arms and move their elbows up and down whenever they see the letter "E".</p> <p><u>Game 2</u></p>



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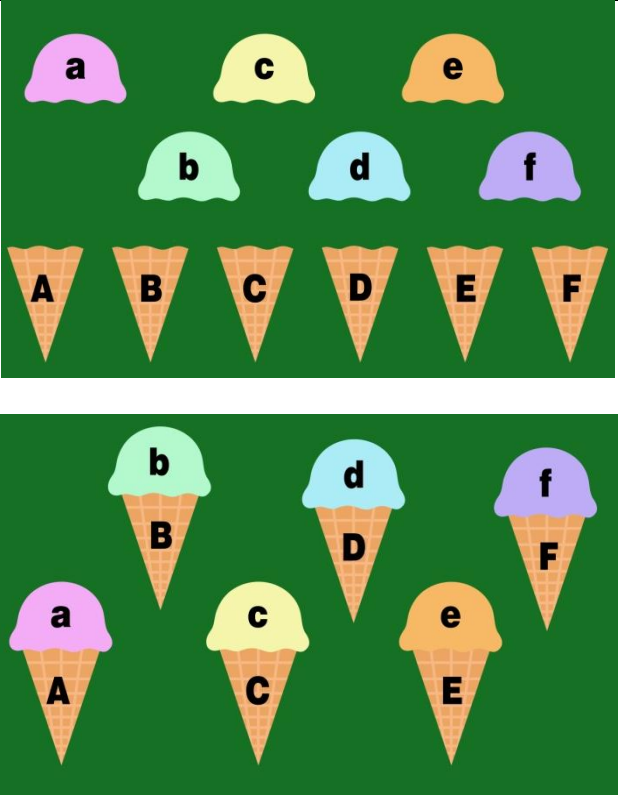
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	<p><u>Fee, Fi, Fo, Fum</u></p> <p>Alphabet flashcards. Have the students sit in front of you. Begin by saying, "Fee, Fi, Fo, Fum. When you see the letter F, wave your fingers for fun." Then show the students the cards, one at a time, and have them wave their fingers whenever they see the letter F.</p> <p>Note: Assess the student's ability to understand and learn the letters through these activities.</p>
Day 4	<p>Letters</p> <ul style="list-style-type: none">• Review Day 1 to Day 3 <p><u>Laughter hiccup greeting</u></p> <ul style="list-style-type: none">• Add a hiccup to your laughter as you greet people in the manner of your choice. <p><u>Activity:</u></p> <p>A - F Ice cream activity:</p> <ul style="list-style-type: none">• Cut out six cones and six scoops on a sheet of chart paper.• Write upper case letters A- F on the cones, as shown.• Write lower case letters a- f on the scoops, as shown.• Each student has to match the cone with the respective scoop.• Encourage the student to read out the letters and others shall repeat it.• Sample given below



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	 <p>Note: Make use of scrap items.</p>
Day 5	<p>Letters</p> <ul style="list-style-type: none"> Gg & Hh- Refer teacher's guideline <p><u>Laughter Therapy</u></p> <p><u>Cell Phone Laughter</u></p> <ul style="list-style-type: none"> Hold an imaginary cell phone to your ear and laugh. <p>Activity:</p> <ul style="list-style-type: none"> Refer PHO AS 022.



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	<ul style="list-style-type: none"> Ask the student to read out and circle the letters 'G, g' from the goose and 'H, h' from the hen image. <p>Flashcard Play:</p> <ul style="list-style-type: none"> Cut out a rectangular shape (15x20 cm) and write an upper case and lower case letter on each card. Divide the class into two groups - Group 1 and 2 The teacher shall distribute all the lower case letters to Group 1 and ask them to stand in a line. Group 2 can be seated. Place all the upper case letters on the table. Each student can pick a card and read out the letter. Then, they can match their letter with the student in Group 1 holding the corresponding lower case letter. The students who have found their partner can stand separately, holding their flashcards such that it is visible to the other students. This can be repeated the other way with the other team member.
Day 6	<p>Letters</p> <ul style="list-style-type: none"> Review Aa - Hh Ii & Jj <p><u>Laughter Therapy</u></p> <p><u>Gradient Laughter</u></p> <ul style="list-style-type: none"> Fake a giggle, smile, then laugh slowly and gradually increase the tempo and volume. <p>Activity:</p> <ul style="list-style-type: none"> Refer PHO AS 024 The teacher shall cut the joker and ice cream pictures a day before. Encourage each student to find the letter J and I, say the letter and stick the joker picture on top of Jj and the Ice cream picture on top of Ii. <p>EQ Activity:</p> <ul style="list-style-type: none"> Refer to MBC EI Activity Guidelines, Activity no.1 & 2- Foundation Level



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	<p>Note: Assess the student's ability to understand and learn the letters through these activities.</p>
Day 7	<p>Letters</p> <ul style="list-style-type: none"> • Review Aa- Jj • Kk & Ll <p>The teacher can show a real lock and key and allow students to play with it by saying L for Lock and K for key.</p> <p><u>Just laugh</u></p> <ul style="list-style-type: none"> • Laugh as you shrug your shoulders and have a big smile as you try to convey the message with your eyes and body language, "I absolutely don't know why I am laughing." <p><u>Activity:</u></p> <ul style="list-style-type: none"> • Divide a shoe box into 12 partitions using any kind of card boards. • Write upper case letters A - L in each partition, as shown. • Cut small squares from a chart paper and write the lower case letters in each square, as shown. • Prepare 4 lower case letters for each letter from a- l. • Each student shall pick the squares and put them in the respective partition. • Encourage the student to read out loud when doing this activity. • Teachers shall make sure the students are familiar with all the letters. <p>Sample picture given below:</p>



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Day 8	<p>Letters</p> <ul style="list-style-type: none"> Mm & Nn - Refer teacher's guideline <p>Laughter Therapy</p> <p><u>Hearty Laughter</u></p> <ul style="list-style-type: none"> Spread your arms up, look up and laugh heartily as you direct your laughter to come straight from your heart. <p><u>Activity:</u></p> <p>Clay Letters:</p> <ul style="list-style-type: none"> Provide play dough to the students. Ask them to form a letter pattern M and N that is spelled out by the teacher. The teacher can assist them to form a letter.
Day 9	<p>Letters</p> <p>Review : Aa - Nn</p>



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	<p><u>Laughter Therapy</u></p> <p><u>Milkshake Laughter</u></p> <ul style="list-style-type: none"> • Imagine having two glasses of milkshakes in your hands. • Mix the milkshake and drink it. • Laugh while mixing and drinking the milkshake. <p><u>Activity:</u></p> <p>Alphabet discovery bottle is an excellent activity for letter recognition and review.</p> <ul style="list-style-type: none"> • Take an empty plastic transparent bottle (make sure it is dry and clean). • Fill it with white rice and coloured alphabets. Coloured alphabets can be made using thick card boards. • Each shall be given a turn to shake the bottle and read out the letter that is visible. • Sample shown below.  <p>Note: Assess the student on A- N</p>
Day 10	Group Review

Month - II

Date	Theme & Activities
Day 11	Letters



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	<p>Oo & Pp – Refer teacher's guideline</p> <ul style="list-style-type: none"> • <u>Laughter Therapy</u> <p><u>Greeting Laughter</u></p> <ul style="list-style-type: none"> • Greet everybody the way you normally greet in an Indian style and Western style (e.g. Namaste and shake hands) and replace words with laughter. <p>Activity: <u>Finger painting letter Oo and Pp</u></p> <p><u>Group activity</u></p> <ul style="list-style-type: none"> • Mix poster colour, water and Maida and bring it to a similar consistency as that of dosa batter. • Provide a chart to the class. • Encourage students to write the letter Oo and Pp as per the teacher's instruction. To add more fun to it, the teacher shall also increase the speed of giving instruction. • Eg., Write Upper case letter O, then Lower case P, then o.....
Day 12	<p>Letters</p> <ul style="list-style-type: none"> • Review Day 11 • Qq & Rr – Refer PHO AS 025 <p><u>Laughter Therapy</u></p> <ul style="list-style-type: none"> • Sit on a chair with your hands on your lap. • Clap your hands sideways and laugh Ho Ho Ho and He He He. • Start slowly and then gradually increase the speed. <p>Activity:</p> <ul style="list-style-type: none"> • Refer PHO AS 025 • Provide a quill to the student to paint small circles for the letter Qq. Use swabs (Buds) to paint the letter Rr in red colour. • Encourage the student to say the letter. <p>EQ Activity:</p>



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	<ul style="list-style-type: none">Refer to MBC EI Activity Guidelines, Activity no.3 & 4- Foundation Level
Day 13	<p>Letters</p> <ul style="list-style-type: none">Ss & Tt <p><u>Laughter Therapy</u></p> <p><u>Ha Ha Ha Mountain pose</u></p> <ul style="list-style-type: none">Have the students begin by standing with their feet together, toes apart, shoulders up high and hands on their bellies.Have them inhale and feel their bellies expand; as they exhale, have them force out a Ha-Ha-Ha.Repeat this four to five times and the room is in laughter. <p><u>Activity:</u></p> <p>Clay Letters:</p> <ul style="list-style-type: none">Provide play dough to the students and ask them to form a letter pattern S and T that is spelled out by the teacher. The teacher can assist them to form a letter.
Day 14	<p>Letters</p> <ul style="list-style-type: none">Review <p><u>Laughter hiccup greeting</u></p> <ul style="list-style-type: none">Add a hiccup to your laughter as you greet people in the manner of your choice. <p><u>Activity:</u></p>



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	<p>Matching game:</p> <ul style="list-style-type: none"> • Cut out a rectangular shape (15x20 cm) and write an upper case and lower case letter on each card. (Aa - Tt). • Give a turn to each student. Encourage the students to say the letter and match the upper and lower cases accordingly.
Day 15	<p>Letters</p> <ul style="list-style-type: none"> • Uu & Vv - Refer teacher's guideline <p><u>Laughter Therapy</u></p> <p><u>Cell Phone Laughter</u></p> <ul style="list-style-type: none"> • Hold an imaginary cell phone to your ear and laugh. <p><u>Activity:</u></p> <p>Flashcard Play:</p> <ul style="list-style-type: none"> • Cut out a rectangular shape (15x20 cm) and write an upper case and lower case letter on each card. • Divide the class into two groups. • The teacher shall distribute all the lower case letters to one group and ask them to stand in a line. • Place all the upper case letters on the table. This group can be seated; each student can pick a card and read out the letter. Then they can match their letter with the other team member holding the lower case letter. • The students who have found their partner can stand separately holding their flashcards such that it is visible to the other students. • This can be repeated the other way with the other team members.
Day 16	<p>Letters</p>



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- **Ww & Xx** - Refer teacher's guideline

Laughter Therapy

Gradient Laughter

- Fake a giggle, smile, then laugh slowly and gradually increase the tempo and volume.

Activity:

Wax Resist Letter - Group Activity


- The teacher shall write some of the letters from A-W on a white chart with a white crayon and keep it ready for the class.
- Give a turn to each student to paint a portion of the chart with dark blue poster colour paint.
- Now the same student can spell out the letters seen on the sheet.
- Sample given below.





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	 <p>Note: Assess the student's ability to understand and learn the letters through these activities.</p>
Day 17	<p>Letters</p> <ul style="list-style-type: none"> Yy & Zz - Refer teacher's guideline <p><u>Just laugh</u></p> <ul style="list-style-type: none"> Laugh as you shrug your shoulders and have a big smile as you try to convey the message with your eyes and body language, "I absolutely don't know why I am laughing." <p><u>Activity:</u></p> <p>"Letters in my name":</p> <ul style="list-style-type: none"> Refer PHO AS 023. Provide this sheet for each student and the teacher shall write the student's name in script. Each student should find the letters which are present in their name from the alphabet worksheet provided to them and they need to circle the letters.
Day 18	<p>Letters</p> <ul style="list-style-type: none"> Review Aa - Zz using Phonics books and Flash cards



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	<p>Laughter Therapy</p> <p><u>Hearty Laughter</u></p> <ul style="list-style-type: none"> Spread your arms up, look up and laugh heartily as you direct your laughter to come straight from your heart. <p><u>Activity:</u></p> <ul style="list-style-type: none"> Use Flash cards and encourage each student to arrange them in order from A to Z and a to z. <p>EQ Activity:</p> <p>Refer to MBC EI Activity Guidelines, Activity no.5 & 6- Foundation Level</p>
Day 19	<p>Letters</p> <p>Review : Aa - Zz</p> <p><u>Laughter Therapy</u></p> <p><u>Milkshake Laughter</u></p> <ul style="list-style-type: none"> Imagine having two glasses of milkshakes in your hands. Mix the milkshake and drink it. Laugh while mixing and drinking the milkshake. <p><u>Activity:</u></p> <p>Use Flash cards and encourage each student to arrange them in order from A to Z and a to z.</p>
Day 20	<p>Group Review</p>