

Phonics Level 1 – Lesson Plan

Purpose:

The purpose of this document is to assist the class teacher with level 1 Phonics lesson plan to impart effective nurturing.

Procedure:

Age Group: 3.5 + years

- Assess the child using the prerequisites before enrolling.
- If there are 3 or more children above a certain age group plan a separate class for them. For example if there are 3 children in the 7 years age, plan a separate class for them.

Prerequisite:

Recognition of letters

Goals:

- Letter Sounds
- Short Vowels
- Word Families
- Story Telling - Comprehend

Steps:

1. Follow the daily lesson plan and the text books referred in this document to impart effective learning for the students. The goal is to complete the program in 30 classes. Before starting the class, note down the start date, end date and holidays for this program.
2. When planning for 30 classes, plan for 30 + 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 class to be conducted when school is closed due to weather conditions or corporate meetings or special school programs. Compensation class must be conducted the same week or the following week and not to exceed the 3 classes schedule. No compensation class for holidays.
4. Teacher shall discuss with the Center Head regarding the compensation class and it has to be intimated to the parents via SMS or Handouts. The template is provided.



5. Classroom must be spacious and inviting for the students. Each student should have enough space to sit and move around. Teacher should teach from a position where the students can clearly see and hear the teacher.
6. The teacher student ratio is 1:15.
7. Assess students Reading skill level, behavior pattern (slow recognition, shows interest in learning), find out if they have phonics lessons in their regular school. If they do have phonics lessons find out about their teaching pattern, compare notes, and if there is a conflict in the teaching pattern, we should educate parent and do not enroll the student in our program. Student cannot learn a new skill using two different systems. This will confuse the student and they will show no interest.
8. The Counselor and the Teacher shall assess the child's learning style by performing 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. Teacher shall observe the learning style for the first four weeks and update assessment report accordingly.
10. Group Review: End of each month review the progress with parents as a group. Give a turn to each child to present what they have learnt.eg. Children can read out or present a story. 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 children to demonstrate in front of the parent. Children can also tell a story which they learned in the class. Teacher shall not give any negative comments. Encourage parents to share their feedback.
11. Teachers must practice the pronunciations and sounds of the letter(s) / word(s) to make sure they teach students in the same structured manner. It is highly recommended that teacher practice 10 minutes by listening to the phonics video or audio before teaching the students.
12. Teachers shall review week's curriculum on eShine and make all the activity sheets ready for the class.
13. Keep the student records in an organized 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: This event happens at the last day of the camp. An updated Assessment Report, 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 3 months. If the student does not complete the program in 3 months, capture the facts and present it to the parents plus discuss anticipated extended duration to 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 Trial purpose. Teacher can recommend the outcome based on the assessment. Teacher shall also create an assessment report for a guest child. Assessment report shall be given to the parents and retain a copy for school records.

About Learning Style, Emotional Intelligence and Evidenced Based Training: Refer eShine

Story Telling

Story Telling - Comprehend: This is the most important exercise that transforms and inspires reading routine. Here is how it works:

1. Read a story with the student as per the story referred in the daily lesson plan.
2. Teacher must read the story first before reading with the students. Understand the story characters, events and conclusion.
3. When reading with the students, read slowly, express the characters in the story, and change voice modulations with the flow of the story. Encourage students to ask questions. Be patient in answering all their questions.
4. The story will have an ending. Ask questions to the students and encourage them to come up with alternative ending to the story. Be patient when trying this exercise. While asking questions, teacher can come up with a different ending to the story. Students learn quickly from observing others. The day when the student is able to put an end to the story, their



brain develops with analytical ability and their curiosity skill is beginning to emerge. If this outcome is achieved, you have made an impact.

5. Teachers can also help the children to enact the story, giving turn for each child as a narrator.

Program Schedule: 30 classes - 60 minutes per class

NOTE: Day 8 of every month (or) Day 8, 16 & 24 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
15 min	Phonics Lesson Plan
15 min	Individual Nurturing
15 min	Activities – Games / CD
5 min	Reward

Reference Books: MyBeeClub Phonics Level I/Online

CD Reference: Pebbles Phonics Learning (Pronunciations and Sounds)

Daily Lesson Plan:

Month – I

Date	Theme & Activities
Day 1	Letter Sounds <ul style="list-style-type: none">• A-E / (2-6) <u>Activity</u> <ul style="list-style-type: none">• Take a white sheet and write alphabets A – E both uppercase and lowercase.• Place two small paper cups on the table. Put the papers in one cup.• The teachers can take one paper from the cup, open it and show the alphabet to the children and drop it into the empty cup.• The children have to tell the sound of the letter that is going inside the empty cup.



Day 2	<p>Letter Sounds</p> <ul style="list-style-type: none"> • Review of Day 1 • F-J / (7-12) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Make a flash card using white chart. • Write uppercase on one side of the chart and flip the card and write the respective lowercase. • Give turn for each child to come and pick up a card and tell the sound of the letter they had picked up. <p>Note :Play the Phonics Song using CD for 5 minutes</p>
Day 3	<p>Comprehend Story Reading</p> <p>My Little Pet Mouse (Multi Level Readers)/ <i>The Hen that Laid the Golden eggs(Pretty Famous Tales)</i></p> <ul style="list-style-type: none"> • Teachers can use craft sticks and make props for storytelling. • Children can enact any characters in the story. • They can hold the prop and stand in front of the others while the teacher is narrating the story. • Give turn for each child to retell the story.
Day 4	<p>Letter Sounds</p> <ul style="list-style-type: none"> • Review of Day 2 • K-O / (13-18) <p><u>Activity</u></p> <p><u>Bubble Game</u></p> <ul style="list-style-type: none"> • Teachers can blow the bubbles and say any alphabet from K to O. • Before the bubbles pop out the children has to say any words that start with letter K/L/M/N/O. For example if the teacher blows the bubble and says “M” the children have to say M words like Mango, Mother etc.



Day 5	<p>Letter Sounds</p> <ul style="list-style-type: none"> Review of Day 4 P-T / (19-24) <p>Activity</p> <ul style="list-style-type: none"> Teachers can write the alphabets P, Q, R, S, T on a white paper, fold it and put the papers in a small cup. Pick up one paper from the cup, open and show it to the children. Children have to tell the sound of the letter written on the paper. <p>Note :Play the Phonics Song using CD for 5 minutes</p>
Day 6	<p>Comprehend Story Reading</p> <p>Hare and the Tortoise (Favorite Tales of Wit and Wisdom/AESOPs Fables)</p> <ul style="list-style-type: none"> Use props for storytelling. Give turn for each child to narrate the story.
Day 7	<p>Letter Sounds</p> <ul style="list-style-type: none"> Review of Day 5 U-Z / (25-30) <p>Activity</p> <p>Scavenger Hunt</p> <ul style="list-style-type: none"> Make flash cards using white chart. Write uppercase U, V, W, X, Y, Z on one side and the respective lower case on the other side. Keep any objects or pictures that start with letter U, V, W, X, Y, Z on the table. For example they can use Toy Zebra, Yoyo, Xylophone, Watch etc., Children have to pick any one flash card. If they get letter “Z” they have to go and find out the object that starts with letter “Z”. Give turn for each child. When we pronounce “v” we have to touch the upper teeth to the lower lip with a buzzing sound. When we pronounce “w” we have to form the lips in small circle. <p>Game</p>



	<ul style="list-style-type: none"> Make the boys stand in one row and girls stand in one row. Boys have to say any word that starts with “W” like watermelon, water, watch etc., and girls have to say any word that starts with letter “V” like vegetable, van , victor etc.,. Observe how they are pronouncing th(OR) <p><u>Activity</u></p> <p><u>Letter Sound Matching Game</u></p> <ul style="list-style-type: none"> Make flash cards with alphabets from A to Z (upper case). Write letter from a to z (lower case) on a chart. The teachers have to pronounce the sound of each letter. For example if the teacher pronounce the letter sound for “c” the child has to pick up “C” flash card and match it with letter C in the chart. Give turn for each child.
Day 8	<p>Letter Sounds</p> <ul style="list-style-type: none"> Review from A-Z Use phonics CD. Give turn for each child to sing along with the phonics song. <p><u>EQ:</u></p> <ul style="list-style-type: none"> Refer to MBC EI Activity Guidelines, Activity no.1 & 2- Level I
Day 9	<p>Comprehend Story Reading</p> <p>Ginger Bread Man (I can Read all by my self- Level 1 – Book 1)</p> <ul style="list-style-type: none"> Make a stick puppet for storytelling. Children can role play the different characters in the story. Give turn for each child to narrate the story.
Day 10	<p>Monthly Parent Review</p> <p>Group Review</p>

Month – II

Short Vowels:



The English language alone can provide a list of short vowel words that could seem to be never ending. A short vowel word is any word that does not allow the vowel within it to generate that vowel's long vowel sound. For instance, the word bug is a short vowel word, because there is no long U sound. A word doesn't necessarily have to have three letters to be a short vowel word, but it makes for the easiest example, and three-lettered words make up the bulk of any list of words with short vowels a person may comprise.

List of Short Vowel Words

Words with only three letters are the easiest to make the short vowel sound out of, due to the fact that only having three letters typically doesn't allow for a second vowel to force the long vowel sound. An obvious example of the exception would be words like bee or tea. These words use a second vowel to force the long vowel sound from the first one, while other words like ant or mat use the placement of consonants to force a short vowel sound. Some other three-lettered words that are considered short vowel words are:

Short "a" Words

act, apt, ask, bat, bad, bag, cat, cap, cab, dad, dab, Dan, fan, fat, fad, gap, gab, gal, gas, ham, has, had, hat, jab, jam, lab, lad, lag, lap, man, van, , mad, mat, map, nap, pan, Pam, pad, pal, ran, ram, rag, rat, Sam, sad, sag, sat, sap, tab, tan, tad, tag, tap vat, yam, zap

Short "e" Words

Ben, bed, beg, bet, den, fed, gem, get, gel, hen, hem, jet, Ken, keg, led, leg, let, men, met, net, pen, peg, pet, red, set, ten, Ted, vet, yet, wed, wet

Short "i" Words

bin, bid, big, bit, dim, did, dig, dip, fin, fig, fit, gin, gig, him, his, hid, hit, hip, jib, Jim, jig, jip, kin, Kim, kid, kit, lid, lit, lip, nip, pin, pig, pit, rim, rid, rig, rip, sin, sit, sip, tin, tip, win, wit, zip, zit

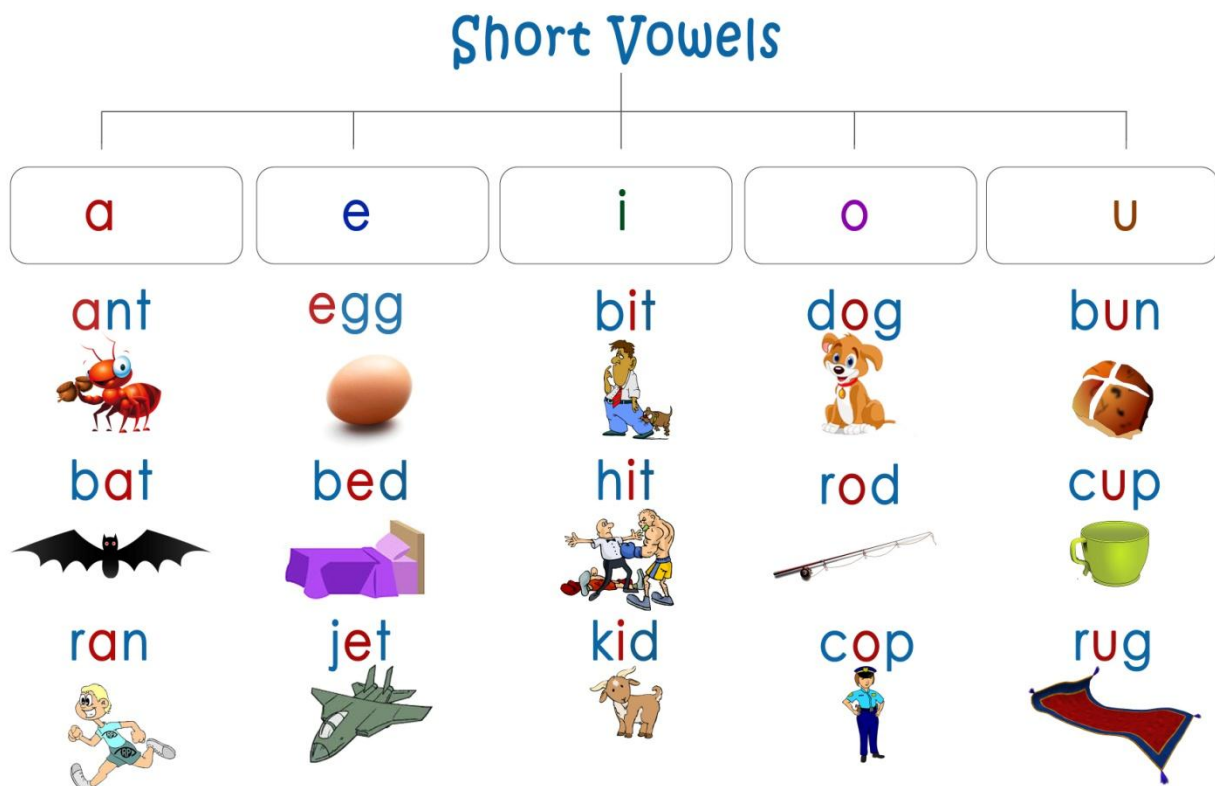
Short "o" Words

bop, con, cod, cog, cot, cop, Don, dog, dot, fog, God, got, hog, hot, jog, jot, lob, log, lot, lop, mob, mom, mop, nod, not, pod, pot, rod, rot, son, sod, ton, Tom, tot, top, won

Short "u" Words

bun, bum, bus, bud, bug, but, cud, cut, cup, dug, fun, gun, gum, Gus, gut, hum, hug, hut, jug, jut, lug, mug, nun, nut, pun, pug, pup, rub, run, rum, rug, rut, sub, sun, sum, tug

Following diagram is short vowels chart; Teacher can also create the same in a chart and display it in the class.



Date	Theme & Activities
Day 1	Short Vowels <ul style="list-style-type: none"> AT / (31-34) <u>Activity</u>



	<p><u>Vowels Song</u></p> <p>a – shake your hands – a,a e – shake your legs – e,e l – shake your hips – i,i o – shake your body –o,o u – shake your thumb – u,u</p> <p>Short vowels: "Shake it" short vowel sounds song. It's a great way to get those kinesthetic learners learning and moving. While students sing the song, they shake the body part that goes with the vowel.</p> <p><u>Frame Short "a" Words Using Flash Cards</u></p> <ul style="list-style-type: none"> • Make flash cards for vowels and consonant. • All the flash cards should be of the same size. Vowels shall be written with red marker pen and consonants with black marker pen. • Children have to come forward and take letter 'a' card and add consonants to form a word. • For Example: Bat, Pan...
Day 2	<p><u>Short Vowels</u></p> <ul style="list-style-type: none"> • Review Day 1 • Comprehend AT / (31-34) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Teacher shall show the picture to the children (PHO AS 003) • Ask the children to comprehend four to five sentences using the same picture <p>Note :Play the Phonics Song using CD for 5 minutes</p>
Day 3	<p><u>Comprehend Story Reading</u></p> <p>The Thirsty Crow(Favorite Tales of Wit and Wisdom)/Thirsty crow (AESOPs FABLES)</p> <ul style="list-style-type: none"> • Make a stick puppet for storytelling or Children can role play the different characters in the story. • Give turn for each child to narrate the story.



<p>Day 4</p>	<p>Short Vowels</p> <ul style="list-style-type: none"> Review Day 2 ET / (35-38) <p><u>Activity</u></p> <p><u>Frame Short “a” Words Using Flash Cards</u></p> <ul style="list-style-type: none"> Make flash cards for vowels and consonants. All the flash cards should be of the same size. Vowels shall be written with red marker pen and consonants with black marker pen. Children have to come forward and take letter ‘e’ card and add consonants to form words like Bed, Hen, Pen.....
<p>Day 5</p>	<p>Short Vowels</p> <ul style="list-style-type: none"> Review Day 4 Comprehend ET / (35-38) <p><u>Activity</u></p> <ul style="list-style-type: none"> Teachers shall go over with the sentence “A wet vet” till the children pronounce the correct sound for “w” and “v” Teacher shall make flash cards with the following words written on it: wet, net, met, pet, jet, a set, vet Show the picture to the Children (PHO AS 004) Ask the children to frame a sentence using the flash card. They can frame sentences like <ol style="list-style-type: none"> jet set vet met a pet a pet Teachers shall observe how the children are able to frame the sentences. <p>Example :</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; background-color: #808080; color: white; padding: 5px; display: inline-block;">Jet</div> <div style="border: 1px solid black; background-color: #FFA500; color: black; padding: 5px; display: inline-block;">set</div> </div>



	Note :Play the Phonics Song using CD for 5 minutes
Day 6	Comprehend Story Reading The Grass Hopper and the Ant(Favorite Tales of Wit and Wisdom)/ Ugly duckling(Pretty famous tales <ul style="list-style-type: none"> • Make a stick puppet for storytelling. • Children can role play the different characters in the story. • Give turn for each child to narrate the story.
Day 7	Short Vowels <ul style="list-style-type: none"> • Review Day 5 • IT / (39-42) <u>Activity</u> <u>Word Family Slam:</u> <ul style="list-style-type: none"> • Write “et” and “it” words on chart. • Tape the words on the floor. Call out words and ask the child to try, find and SLAM by hitting with a big ball. • Do this over and over again with each word. • Use words like (bet, pet, pit, net, kit, let, sit, set, jet, met, vet, wet, lit.....)
Day 8	Short Vowels <ul style="list-style-type: none"> • Review Day 7 • Comprehend IT / (39-42) <u>EQ Activity:</u> Refer to MBC EI Activity Guidelines, Activity no.3 & 4-Level I
Day 9	Comprehend Story Reading The Fox and the Crow(Favorite Tales of Wit and Wisdom)/ The Crow and the Pitcher (Favourite Moral Stories)



	<ul style="list-style-type: none"> • Make a stick puppet for storytelling. • Children can role play the different characters in the story. • Give turn for each child to narrate the story. <p>Activity</p> <p><u>Frame Short “i” Words Using Flash Cards</u></p> <ul style="list-style-type: none"> • Make flash cards for vowels and consonants. • All the flash cards should be of the same size. • Vowels shall be written with red marker pen and consonants with black marker pen. • Children have to come forward and take letter ‘i’ card and add consonants to form a word <p><u>Role Play:</u></p> <p>Use a bowl or sensory table. Provide rice or sand. Children can use their hands and make a “pit” in the sand or rice.</p> <p>Use first aid kit or any small kit to teach the word “kit” Using these props children can try to form a sentence. For Example: Hit on a kit, Kit in a pit....</p> <p>Note :Play the Phonics CD for 5 minutes</p>
Day 10	<p>Monthly Parent Review</p> <p>Group Review</p>

Word Families:

"Word families" are sets of rhyming words. For example, each group below is a word family:

at cat fat hat mat pat rat sat chat brat

bike hike like spike strike mike

blame came fame flame frame game lame name same tame



Month - III

Date	Theme & Activities
Day 1	<p>Short Vowels</p> <ul style="list-style-type: none"> OT / (43-46); <p><u>Activity:</u></p> <ul style="list-style-type: none"> PHO AS 005 Give one sheet for each child and ask them to observe the picture and read out loud together. Then ask each child to pronounce all the words fast without seeing the picture. Example: cot, hot, dot, pot, rot, not. <p>Note :Play the Phonics Song using CD for 5 minutes</p>
Day 2	<p>Short Vowels</p> <ul style="list-style-type: none"> Review Day 1 UT/(47-50) <p><u>Activity</u></p> <p><u>Role Play</u></p> <ul style="list-style-type: none"> Provide plastic knife and banana. Teach the word “cut” Make a hut from a chart and provide nut. Children can keep the nut on the roof of the hut and say “Nut on a Hut” Provide sand and small plastic toys with wheels. Children can roll the toy in the sand and learn the word “Rut” <p><u>Sun Shine Game</u></p> <ul style="list-style-type: none"> Use a yellow chart and cut into small circles and triangles. Each class can have 3 sets of circle and 5 sets of triangle shapes.



	<ul style="list-style-type: none"> • Write “et”, “at”, “it”, “ot” and “ut” in the center of the circle. Write the consonant like b, c, v, w, p, h etc., on the triangles. Provide this to the children. • The children have to arrange the appropriate constant and the vowels to get words like cat, bat pet, vet, hit, hot, cut, wet...
Day 3	<p>Word Families</p> <ul style="list-style-type: none"> • Review Day 2 • AM & AP / (51&52) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Refer PHO AS 006 and PHO AS 007. This is an activity for the children. Teachers shall encourage the children to read out loud and do the activity.
Day 4	<p>Word Families</p> <ul style="list-style-type: none"> • Review Day 3 • AG & AN / (53&54) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Refer PHO AS 008 • Ask the student to look at the pictures. The teacher shall call out the words. • The teacher says the sounds in the first word, going from left to right, with a pause between each sound. For example, if the word is fan, the teacher says "f.....a.....n." Don't point to the letters, just say the letter sounds. Be sure each sound is completely separate. For example, don't say "fa.....n" or "f.....an." Also, be sure not to add the "uh" sound to the consonants, "fuh.....a.....nuh." • The student looks at all of the pictures, finds the picture of the fan,



	<p>points to it, and says the sounds.</p> <ul style="list-style-type: none"> The teacher says the sounds for the next word, and then the remaining words, one at a time, until all the words have been completed. The student responds in the same way each time, finding the picture, pointing to it, and saying the word.
Day 5	<p>Comprehend Story Reading</p> <p>The Crow and the Peacock(Favorite Tales of Wit and Wisdom) / The Donkey and the Load (Favorite moral stories)</p> <ul style="list-style-type: none"> Make a stick puppet for storytelling. Children can role play the different characters in the story. Give turn for each child to narrate the story. <p>Note :Play the Phonics CD for 5 minutes</p>
Day 6	<p>Word Families</p> <ul style="list-style-type: none"> Review Day 4 ED & EG / (55 & 56) <p><u>Activity</u></p> <p><u>ED and EG Snowman</u></p> <ul style="list-style-type: none"> Refer PHO AS 009 and 010 Give each child an activity sheet, teachers shall cut the pictures from PHO 009 and keep it ready for the class. One snow man has the “ed” sound hat and the other has the “eg” sound hat. Ask the children to read out the words and then glue the pictures to the respective snow man.



Day 7	<p>Word Families</p> <ul style="list-style-type: none"> • Review Day 6 • EN & IB / (57 & 58) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Fix the petal for “en” and “ib” flower • Refer PHO AS 011 • Teachers shall cut the circles a day before and keep it ready for the class. • Ask the children to read out the words in each circle, then glue it accordingly in each of the flower as per the sound. Children can also colour the petal.
Day 8	<p>Comprehend Story Reading</p> <p>The Sick Lion(Favorite Tales of Wit and Wisdom) /The Little Mermaid (Pretty Famous tales)</p> <ul style="list-style-type: none"> • Make a stick puppet for storytelling. • Children can role play the different characters in the story. • Give turn for each child to narrate the story. <p><u>EQ Activity</u></p> <p>Refer to MBC EI Activity Guidelines, Activity no.5 & 6-Level I</p> <p>Note :Play the Phonics CD for 5 minutes</p>
Day 9	<p>Word Families</p> <ul style="list-style-type: none"> • Review Day 7, • ID & IG / (59 & 60) <p><u>Activity</u></p> <p><u>Word Family Rainfall:</u></p> <ul style="list-style-type: none"> • Use two paper cups. Use a strip of white paper and stick it to the paper cups to make it like a bucket.



	<ul style="list-style-type: none">• Write “id” on one paper cup and “ig” on another paper cup.• Write words like lid, kid, hid and big, dig, fig, wig on a paper and cut it into the shape of a raindrop.• Children have to pick one word at a time and read it out loud while putting the raindrops with id and ig words in the respective buckets.
Day 10	Parent Conference and Graduation

Staff: Congratulations for the job well done in completing Level 1. Please write your observations and recommendations for continual improvement of this program in the MyBeeClub Teachers Feedback Form and turn it to the Center Head.