



Lesson code	U1_LP2.1	
Lesson strand	Listening-Speaking	
Learning Outcome	1.SWBAT identify that each letter has a special sound 2.SWBAT introduce themselves and talk about what students can do using the sentence starter, 'I can... '.	
Materials required	Lesson No: 2 Worksheet : U1_WS2.1 Deck: U1_DK2.1	
Component of LP	Teacher Action	Student Action
Breathing Exercise	1. SAY: Close your eyes 2. At the count of one breathe in 3. At the count of 2 breathe out (repeat this 5 times)	ESR: Yes (to follow the instructions)



<p>Hook</p>	<p>ASK: Think - Pair - Share - Can you guess, what sound this object will make, by looking at the picture? Discuss with your partner. WS. Exercise 1</p> <p>Note: Let students respond to questions in English if they can, if not, encourage them to speak in their mother tongue and <b><u>MUST</u></b> be repeated in English</p> <p>SAY: Horn makes the sound “honk honk”, Cycle bell makes the sound “tring tring”, Big bell makes the sound “ding dong”</p> <p>(show the picture) Exercise 1</p> <p>SAY: Whisper the sound in your friend’s ear. And your friend should say the first letter in that sound. Once you are sure, raise your hand.</p> <p>NOTE: Give the children a few minutes to discuss. Encourage them to give answers only if they raise their hands.</p> <p>ASK: What letter does “honk” begin with? Circle that letter?</p> <p>SAY: “Honk” begins with H</p> <p>SAY: Repeat the answer and show the picture WS, Exercise 1</p> <p>NOTE: Repeat the steps for the sound “tring” and “ding”.</p>	<p>ESR: Answers can be a sound. Give the children a few minutes to make guesses.</p> <p>I predict, Horn makes the sound “honk honk”</p> <p>I predict, Cycle bell makes the sound “tring tring”</p> <p>I predict, Big bell makes the sound “ding dong”</p>
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ASK: How do you think you can guess the first letter of a word?

SAY: I can guess the first letter of a word by listening to its sound.

ESR:

“honk” begins with letter H.

“tring” begins with letter T.

“ding” begins with letter D.



<p>I do</p>	<p>SAY: So everything makes some sound. Do you know sounds have meaning? Now let us listen to the story to understand how each letter makes a special sound.</p> <p>Note: Stop at various points in the story to Check for understanding. (questions can be asked in Mother tongue and <b><u>MUST</u></b> be repeated in English)</p> <p>(Refer to the worksheet WS. Exercise 2 for the questions. Have students attempt the same at various points.)</p> <p>Say: We saw the letters introducing themselves. If I had to introduce myself , I would say my name and what I can do.</p> <p>NOTE: eg. I am sapna. I can dance</p> <p>ASK: How would you like to introduce yourself?</p> <p>Pair - share - Introduce yourself to your partner</p> <p>NOTE: Encourage students to begin with the sentence starter. Instructions to be told in Regional language as well as in English.</p>	<p>ESR: I am ( student's name. I can _____.)</p>
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<p>We do</p>	<p>SAY: Now that I can understand the story, let me play a game. (refer to the EX 3.1 in the worksheet). I will call out a letter and you should match it to the picture that begins with the alphabet. The first one is already done for you.</p> <p>Note: Call out the alphabets in a sequence and as you are calling out, match the pictures and have students follow what you are doing. After you match, repeat the word and the first alphabet.</p>	<p>Note: Students will attempt the task</p>
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You do	SAY: Now it's your turn to do exercise 3.2. You can pair with your partner and do the exercise	Note: Students work in pairs.
Homework	Explain the Worksheet exercise to students (Exercise 4)	