



CLASS - UKG

CYCLE – 4th

CLASSES REQUIRED	03
TOPIC	One/many (Singular/Plural)
CONCEPT & SKILLS	<ul style="list-style-type: none"> ● Knowledge of singular/plural (one/many). ● Ability to learn spellings of words with 's' for plurals. ● Improvement in language skills.
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Understanding the concept of one/many ● Enhancement of vocabulary (learn to read the words). ● Enhancement of language, motor, sensory and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ● Flash cards, different objects(books, pencils, etc), projector
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation ● Reinforcement ● Explanation
ACTIVITY / ASSIGNMENT	<p>A video related to 'one/many' will be shown to the students so that they would get familiar with the use of 's' in plurals. After showing video, teacher will explain in simple terms the words 'singular' and 'plural'. She will demonstrate meanings by using pupils, e.g. one boy, two boys, one girl, two girls. She will stress on 's' used at the end of these words. She will then ask students to generate some other words giving both forms, e.g, one book, two books. To make topic more interesting, the teacher will play a game with them. She will divide students into two equal teams, say Team A and Team B. Then have one student from Team A name a thing out loud. Then have the student from opposite Team B say the plural form out loud. The teacher will confirm the answer. Same will be repeated with other students from each group.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



CLASSES REQUIRED	04
TOPIC	<u>Four letter words</u>
CONCEPT & SKILLS	<ul style="list-style-type: none">●Formation of four letter words.●Improvement in Language skills (Listening, speaking, reading and writing) and cognitive skills.
LEARNING OUTCOMES	<ul style="list-style-type: none">●Ability to form four letter words.●Enhancement of vocabulary (Ability to read the words).●Thinking skills will be improved.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">●Flash cards, white board
PEDAGOGY	<ul style="list-style-type: none">●Concept formation●Reinforcement● Explanation
ACTIVITY / ASSIGNMENT	<p><u>Formation of four letter words with flash cards</u></p> <p>As the students are already aware of three letter words, so the teacher will start with some three letter words say “and, lay, sin, pin” etc. The teacher will explain that by adding one more letter, some words can easily be changed into new words, for example, by adding P, lay changes to ‘Play’. Teacher then explain further by giving some more examples. To make concept more clear, teacher will play a ‘Letter game’ with kids. The teacher will make the students sit in a group of 5-6 and distribute letter cards among them. The teacher will provide each child with a ‘three-letter word’ card say and, row, pin, etc. Then, the teacher will ask the students to form different four-letter words by joining ‘three-letter word’ cards with the letter cards provided to them. Initially, teacher could allow the students to form meaningless words that are four-lettered, but after a few times of playing the game, children should be encouraged to form only meaningful four-letter words.</p>
INFORMAL ASSESSMENT	Students will be asked to form four-letter words using alphabet cards.



CLASSES REQUIRED	03
TOPIC	<u>Opposites (Written)</u>
CONCEPT & SKILLS	<ul style="list-style-type: none">● Differentiation of things.● Improvement in language, motor and cognitive skills.
LEARNING OUTCOMES	<ul style="list-style-type: none">● Learn to detect differences.● Enhancement of vocabulary● Language skills (listening, speaking, reading and writing) will be improved.
INSTRUCTIONAL TOOLS & REFERENCES	Objects available within the school campus, notebooks, whiteboard
PEDAGOGY	<ul style="list-style-type: none">● Concept formation● Reinforcement● Explanation
ACTIVITY / ASSIGNMENT	Discussion with children about opposites. As the topic 'opposites' have already been taught orally to them, they will be encouraged to come up with examples of what they think opposites are. The teacher will also give some examples using objects available in the classroom. For example, the teacher can point towards big and small things to show the difference between the two. Similarly, other objects will be used to enable the students to detect the differences between various opposites. A/V clips will be shown to them to make the concept even clearer. The teacher will write opposites on white board and students will be asked to copy the same in their notebooks. Worksheets related to the topic will also be provided to them.
INFORMAL ASSESSMENT	Worksheets related to the topic will be given to students and they will be asked to complete the exercises given.



CLASSES REQUIRED	02
TOPIC	<u>Story: The Greedy Dog</u>
CONCEPT & SKILLS	<ul style="list-style-type: none">●Improvement in listening and speaking skills.●Improvement in cognitive and social skills
LEARNING OUTCOMES	<ul style="list-style-type: none">●Increase in vocabulary.●Stimulation of imagination and thinking.●Increase in confidence level.
INSTRUCTIONAL TOOLS & REFERENCES	Storybooks
PEDAGOGY	<ul style="list-style-type: none">●Random questioning●Reinforcement● Explanation
ACTIVITY / ASSIGNMENT	Children will be seated comfortably so that they can see teacher clearly. The teacher will narrate the story using simple language and modulate her voice carefully, will use lots of gestures and vary her facial expressions.
INFORMAL ASSESSMENT	Students will be asked to retell the story with body movements and gestures



CLASSES REQUIRED	02
TOPIC	Rhymes: ● <u>The frog in the pond.</u> ● <u>My Balloon.</u>
CONCEPT & SKILLS	● Connection between movements, rhythm and words, rhyming words. ● Improvement in language skills.
LEARNING OUTCOMES	● Enhancement of vocabulary. ● Increase in confidence level. ● Listening and speaking skills will be improved.
INSTRUCTIONAL TOOLS & REFERENCES	Projector, amplifier, rhyme booklet
PEDAGOGY	● Actions ● Singing
ACTIVITY / ASSIGNMENT	Teacher will sing the rhyme along with the students. Actions required in the rhyme will also be performed. Repetition of rhymes will be done regularly so that children can learn them as well.
INFORMAL ASSESSMENT	Students will be asked to sing the songs with actions.



CLASSES REQUIRED	03
TOPIC	<u>This/That</u>
CONCEPT & SKILLS	<ul style="list-style-type: none">●Use of This/That.●Improvement in language, motor and cognitive skills.
LEARNING OUTCOMES	<ul style="list-style-type: none">●Ability to know where to use 'This' and 'That'.●Enhancement of vocabulary.●Improvement in language, motor and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	Objects available within the classroom, projector.
PEDAGOGY	<ul style="list-style-type: none">●Concept formation●Reinforcement● Explanation●Random questioning
ACTIVITY / ASSIGNMENT	An A/V clip related to the topic will be shown to them to reinforce the concept of This/That . They will come to know that we use 'This' with nearby objects and 'That' with the objects that are far from us. The teacher will further ask some questions using This/That . She will use fingers to point to objects representing This/That. For example, she will point to an object near the students and ask ' what is this? '. Same will be repeated many times to make concept clearer. Worksheets related to the topic will also be provided to them.
INFORMAL ASSESSMENT	Worksheets related to the topic will be given to students and they will be asked to complete the exercises given.


