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**Month wise Course Outline – Session 2020 - 21**

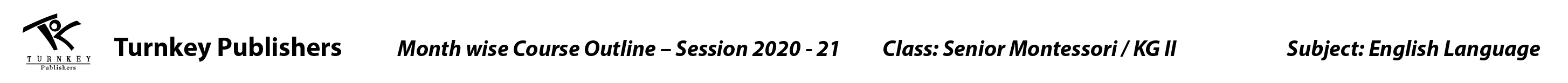
**Class: Senior Montessori / KG II Subject : English Language**

**TEACHING AIDS:**

1. Kids Companion
2. English Reader “B”
3. English for Pre-School-2

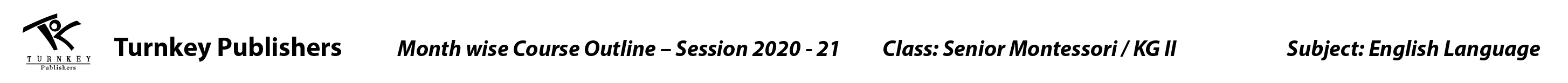
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| **April** | English Reader “B” | 8-10 | Reading a , z  Vowel sound “a” | * Recognize the name of objects | **INTRODUCTION OF SOUNDS THROUGH POEM**  **A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P**  **L,M,N,O,P Q,R,S,T, U,V,W,X,Y & Z**  Now I know my ABC  next time sing them backward with me.  **Z,Y,V,W,V** and U  T and S and R and Q  **P,O,N,M,L,K,J**  **I,H,G,F,E,D,C,B, & A**  now I’ve said My ZYXS (Zee Y Axis)  but that’s not what you expected.  Note :while singing use the flash of letter **a to z.** |
| English Pre-School-2 | 8-11 | Write and learn  a - z | * Recall lessons learnt at level 1 |
| English Exercise Book | 4-11 | Write a - z | - |
| Kids Companion | 6,7,  15,21,32,33  56 | * دوسرا کلمہ * سورۃ الکوثر * نظم "چنوں منوں" * Poem “ABC Song” * Colour * Family * سوال و جواب | - |



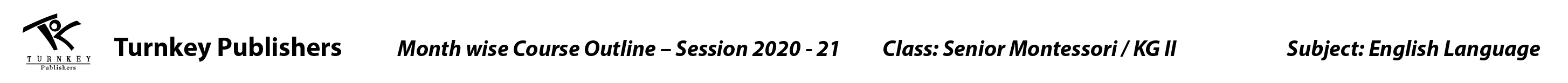


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| **July** | English Reader “B” | 10-11 | Vowel sound “a” | * Read three letter phonics words. | **INTRUDUCTION OF CAPITAL LETTERS :**  MATERIAL: Three sets of cards one large and two small, one sets of cards has only capitals letters and one has the small letters.  **Presentation :**  Take out any three letters from capitals and three letters from the small alphabets .like Cc ,Oo, Ss.  Show any small letters cards to the child and ask what this is?  After reply show the capital letter card that has the same “C” but the formation is big .tell the child this is “ca” ,but this one has a special name like you and me and it is called “C”  Repeat the same procedure with other two letters |
| English Pre-School-2 | 12-21 | Capital Letters | * Difference between small and capital letters. * Learn capital and small letter structure. |
| English Exercise Book | 12-22 | Capital Letters | - |
| Kids Companion | 6,8,15,19,31,36,37,56 | * دوسرا کلمہ * سورۃ الناس * نظم "سورج جب چھپ جاتا ہے" * Poem “Clap your Hands” * My Five Senses * Clothes * My Body * سوال و جواب | - |





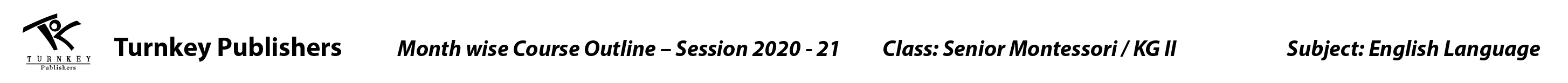
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| **August** | English Reader “B” | 12-17 | Vowel sound “e” , “i” , “o” | * Read three letter phonics words. | **INTRODUCTION OF ‘I’ WORDS**  **Material:**  Moveable alphabets or sound cards, objects or flash cards, mat small  **Presentation:**  Place the material on the table or floor. Invite 1 child with your left hand. Place the object like lid, bin, zip, bib, kid a vertical line on your right hand side. Ask him to point the one object what is this. like “zip”. Now ask what the beginning sound of zip is. After reply “z” say very good take out “z” from the box and place left hand side in front of “zip”. Ask again what is the middle sound of the zip emphasize of “i”. After reply ask him to take out “i” from the box and place after “z” like “zi”. Now ask what is the ending sound of the zip emphasizing on “p”. Now the word is completed it zip same like do with all objects.  **Step 2**   * When the child is master in step 1 introduce the objects with strip like lid, bin, zip, bib, kid |
| English Pre-School-2 | 22-34 | Vowel / Sound / Sentences | * Recognise the initial sound and vowel sounds to make simple sentences. |
| English Exercise Book | 23-46 | Vowel sound + Exercise | - |
| Kids Companion | 6,8,16,23,28,39,42,56 | * تیسرا کلمہ * سورۃ الفلق * نظم "آؤ کھانا کھائیں" * Poem “Sun in the morning” * Concepts * Around us * Occupations * سوال و جواب | - |



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| **September** | English Reader “B” | 18-23 | Vowel sound “u” , Singular , Plural , Opposites | * Read three letter phonics words. * Change singular into plural by adding ‘s’. * Use is, are, this, these, that, those, appropriate. * Understand words and their opposites. | **INTRODUCTION THROUGH 3 LETTERS WORDS**  **Material:**  Moveable alphabets or sound cards, objects or flash cards, mat small  **Presentation:**  Place the material on the table or floor. Invite 1 student with your left hand. Place the object like cup, sun , bun, , a vertical line on your right hand side. Ask him to point the one object what is this etc. like “cat”. Now ask what the beginning sound of cat is. After reply “c” say very good take out “c” from the box and place left hand side in front of “c”. Ask again what is the middle sound of the cat emphasize of “u”. After reply ask him to take out “u” from the box and place after “c” like “cu”. Now ask what is the ending sound of the cat emphasizing on “p”. Now the word is completed it cup same like do with all objects.  **Step 2**   * When the object is master in step 1 introduce the objects with strip like Cup, bun, sun with other 2 letters. |
| English Pre-School-2 | 35-40 | Fruits  Singular Plural | * To learn name of fruits. * Turn singular noun into plural noun. * Use singular and plural with this and these. |
| English Exercise Book | 47-52 | Fruits  Singular Plural | - |
| Kids Companion | 6,8,14,15,25,27,40,31,56 | * تیسرا کلمہ * سورۃ الفلق * نظم "لڑنا بھڑنا" * نظم "چنوں منوں" * Poem “Yellow Yellow Yellow” * Opposites * Shapes * Months – Seasons Weather * سوال و جواب | - |

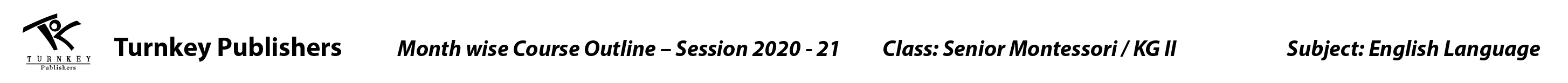
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| **October** | Reinforcement & Assessment |





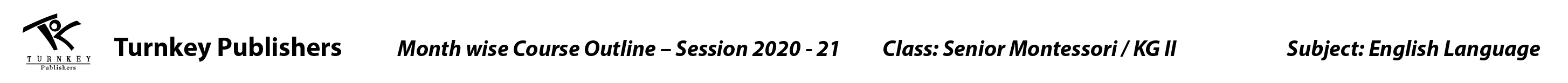
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| **November** | English Reader “B” | 24-28 | Colours , Verbs | * Recognise different colours. * Colour different objects and appropriate. * Understand simple verb. * Make up simple statement using + verbs –ing form. | **How to Teach Action Words to Toddlers in a Few Simple Ways**   * **Firm introduction:**   Children must be introduced to the word action first. This can be done by showing them how an action is performed, i.e. by doing something. These actions could be simple things like eating, colouring, playing and sitting. Note some easy action words for kids and encourage your child to do them by performing them along with him.  Tell childrens they are going to play a game where they will act out words you say. Some words you might use include:   * Jump * Sit * Clap * Yawn * Encourage children to further the game by contributing words of their own. * Tell children that the words that they just acted out are called action words.. |
| English Pre-School-2 | 51-64 | Vegetable, Opposites, Colours,  Action Words | * Learn name of vegetable. * Understand words and their opposites. * Recognise different colors. * Understand meaning of simple verbs. * Make up simple statement using verb. * To write sentences with the help of vocabulary. |
| English Exercise Book | 59-68 | - | - |
| Kids Companion | 6,9,14,25,31,34,56,50 | * تیسرا کلمہ * سورۃ الکافرون * نظم "نانی تیری مورنی کو" * Poem “Old MacDOnald” * Shapes * Animals and Young ones * سوال و جواب | - |





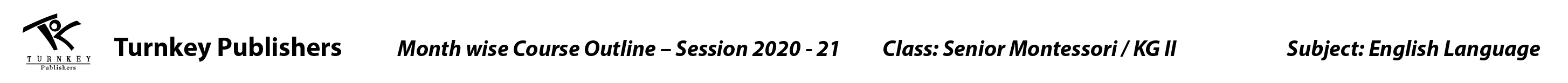
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| **December** | English Reader “B” | 29-33 | Phonic Words  ch, sh, ee/ea, oo /oa  ow/ou/ai/ay | * Read the partner encourage Silent reading. | **INTRODUCTION OF “SH” WORDS**  **Material:**  Objects box, slips , multicolour moveable alphabets, phonogram list, phonogram reading slips(can make the alphabets with card sheet also)  **Methodology:**  Take out the object one by one from the box and place them horizontally in a row in front of the child. While taking out the objects ask the child their name like ship and analyse the sound of the word two to three time .then take out the s and h from the box containing red alphabets then take out “I”, ”p” from the box containing blue alphabets and place on the table .join the word and read aloud” ship”  Two to three time now ask the child to give another word like “fish”  And let the child take out the alphabets and make the word.  Note : after this exercise use the phonograms reading slips having phonograms at least 5 to 8 words and let the child read the slips independently |
| English Pre-School-2 | 65-74 | Consonant diagram,  Pet animals | * Pronounce the sh, ch, ee,oo, th, oa, ow, ou, ai-ay. * To learn the names of pet animals. |
| English Exercise Book | 69-82 | - | - |
| Kids Companion | 6,9,17,28,39,47,56 | * تیسرا کلمہ * سورۃ الکافرون * نظم "چڑیا گھر" * Concepts * Around us * Sea life * سوال و جواب | - |





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| **January** | English Reader “B” | 34-35 | Consonant Blending | * Develop advance reading skills. | **Introduction of Wild Animals**  Show the picture flash cards of wild animals ,ask their name   * Tell the animals where they live what they eat and what is the sound of these animals etc.   **INTRODUCTION OF BIRDS:**   * Make flash cards of birds tell the child about name of birds and it’s parts or can show the birds video if available at school   **Introduction Transport :**  Sing the poem”(1) wheel on the bus go round and round ,round and round all through the town.  (2)“plan on the sky go fly , fly, fly ,fly ,fly ,fly all through the sky (3) boat on the river go sail ,sail ,sail ,sail,sail,sail  All through the sea. Teacher will give each child a cut out of vehicles by asking to them that what item they  have to place on the card where it would travel? Then child will place the vehicles on the related areas on the chart . |
| English Pre-School-2 | 75-84 | Transport, Profession, Wild Animals,  Consonant blending, Birds | * To learn names of transport. * To differentiate between diferent professions. * To learn name of different wild animals. * Pronounce the cr, fr, dr, tr, pr, gl * Learn the name of birds. |
| English Exercise Book | 83-100 | - | - |
| Kids Companion | 6,9,24,13,49,52،53 ,56 | * تیسرا کلمہ * سورۃ الکافرون * نظم "بطخ" * Poem “Old Mac Donald” * Flowers * Country – provinces - cities * سوال و جواب | - |





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| **February** | English Reader “B” | 36-40 | My Self, Pronouns, Time,  Sign | * To describe their selves * Able to use correctly she, he, his, her, I you. * Understanding words relating to times of days and actions performed at these times. * Understand signs and act accordingly. | **Introduction of My self** :   * Have all children sit in a circle around a carpet. Hold a ball and tell the children they will be introducing themselves to their classmates by saying their name and stating their favourite thing to do. * Teacher will start the exercise by introducing herself and stating her favourite thing to do. Pass the ball to the next person, encouraging them to do the same.   **Introduction of pronoun :**   * Prepare 6 large pieces of card with one subject pronoun written on each piece (I, you, he, she, we, they). * Get everyone standing up and show the first card "I". Shout "I" and point to yourself and get everyone to do the same (pointing to them). Do a few times and then put the card on the board. * Next show the "you" card and point to someone and say "you", again have everyone follow along. For "he" and "she", point at a girl and boy – check that everyone understands the difference. For "we", grab a couple of children in a group clap "we" and have everyone get into groups as they do this. Finally, for "they", point at other students whilst shouting "they" and get everyone to do the same. * Now will have all of the subject pronouns on the board. Touch each card and get everyone to point and say the word – start slowly ("I" and point to yourself, "you" and point at someone else, etc.) and go through the pronouns going faster and faster. This is great fun and very confusing when it really speeds up. |
| English Pre-School-2 | 85-100 | Sentences, Day,  Things / Wear question | * Make different sentence. * Learn names of days/things I wear. |
| English Exercise Book | 101-122 | - | - |
| Kids Companion | 6,9,13,  31,48,  46,56 | * تیسرا کلمہ * سورۃ الکافرون * نظم "مگر مچھ" * Shapes * Birds * In the Garden * سوال و جواب | - |

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| **March** | Reinforcement & Assessment |