

# Literacy Skill – Week 4

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## WEEK 4 – Reading, Sight Words & Comprehension

### Day 13 – Picture Reading & Short Sentences

30-Minute Plan Summary

Focus: Picture reading, describing scenes, and forming short sentences using sight words.

Class Size: 30 children

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**Time: 0–5 minutes**

#### Warm-Up: Let's Talk About Pictures

##### Teacher says:

"Today we will look at a picture and talk about what we see!"

Show a bright picture — like a park scene (children playing, trees, swings, sun) or a home scene (family together, table, toys).

Ask simple guiding questions:

- "What can you see?"
- "Who is in the picture?"
- "What are they doing?"

Encourage children to answer in full sentences:

"I can see a boy."

"There is a tree."

"They are playing."

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**Time: 5–15 minutes**

#### Oral Discussion & Vocabulary Building

##### Step 1: Vocabulary Review

Introduce new or important words from the picture:

park, tree, ball, swing, house, family, happy, sun

Children repeat after teacher.

**Step 2: Circle Time Discussion**

Each child says one sentence about the picture.

Example:

“I see many children.”

“The sun is bright.”

“They are playing on the slide.”

**Teacher models:**

“Let’s try using our new sight words — these, those, our, your, many.”

Examples:

“These children are playing.”

“Our park is clean.”

“There are many trees.”

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**Time: 15–25 minutes**

**Writing Practice**

**Teacher says:**

“Now let’s write two sentences about the picture in our notebooks.”

Children write:

- These children are playing in the park.
- Our park is very clean.

Encourage them to underline sight words like *these, our, many*.

If the picture is of a home scene, use examples like:

- This is our home.
- We have many toys.

Teacher walks around helping children form correct sentences and spell words.

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**Time: 25–30 minutes**

**Activity: “Describe What You See” (Circle Time)**

Each child gets a turn to describe one thing from the picture aloud:

“I see a red ball.”

“There is a tall tree.”

“Those boys are running.”

Encourage clapping for each speaker to build confidence.

**Teacher Tip**

- Encourage full sentences — not one-word answers.
  - Praise use of sight words: “Wow! You said *our park!* That’s perfect!”
  - Reinforce gentle correction:  
“Say ‘These children are playing’ instead of just ‘Children playing.’”
  - You can also paste the picture on a chart and write children’s sentences around it as a class display titled “**What We See!**”
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**Day 14 – Positional Words (in / on / under)**

**30-Minute Plan Summary**

Focus: Understanding and using positional words in, on, and under through demonstrations, actions, and writing practice.

Class Size: 30 children

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**Time: 0–5 minutes**

**Introduction: What Are Positional Words?**

**Teacher says:**

“Today we will learn words that tell us **where** something is — *in, on, and under!* These are called positional words.”

**Demonstration:**

Use a **ball** and a **box** (or a pencil and table).

Show and say:

- “The ball is **in** the box.”
- The ball is **on** the table.”

- “The ball is **under** the chair.”

Children repeat each sentence after the teacher:

“Ball in the box.”

“Ball on the table.”

“Ball under the chair.”

Ask:

“Where is the ball now?” → Encourage children to answer with full sentences.

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**Time: 5–15 minutes**

### **Oral Practice & Demonstration Game**

#### **Step 1: Classroom Object Practice**

Use simple classroom objects — books, pencils, erasers, and bags.

Teacher gives commands, children follow and repeat aloud:

- “Put your pencil **in** your bag.”
- “Keep your book **on** the desk.”
- “Hide your eraser **under** your chair.”

#### **Step 2: Group Demonstration**

Call 3–4 children to the front.

Give each one an object (toy, cup, or ball).

Ask them to perform and say aloud:

- “I put the cup **on** the table.”
- “The toy is **under** the chair.”

Applaud correct actions to keep the activity lively.

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**Time: 15–25 minutes**

## **Writing Practice**

### **Worksheet / Board Activity:**

Children complete sentences by filling in *in*, *on*, or *under*.

Example:

1. The cat is \_\_\_ the box.
2. The book is \_\_\_ the table.
3. The shoes are \_\_\_ the chair.

Children fill and read aloud:

“The cat is **in** the box.”

“The book is **on** the table.”

“The shoes are **under** the chair.”

Encourage them to underline positional words in their notebooks.

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**Time: 25–30 minutes**

## **Activity: “Action Game”**

### **How to Play:**

Teacher gives quick, fun commands. Children must listen and act fast.

Examples:

- “Put your pencil **under** your desk.”
- “Place your hands **on** your head.”
- “Stand **in** the circle.”
- “Keep your bag **on** the chair.”

Children who follow correctly get a star, clap, or praise.

### **Teacher Tip:**

- Always **use props** or real classroom items — this helps children understand visually.
  - Repeat each action 2–3 times for better memory.
  - Reinforce meaning by showing contrast:  
“When it’s in, it’s inside. When it’s on, it’s above. When it’s under, it’s below.”
  - Keep the tone fun and energetic — this is a movement-based learning day!
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## Day 15 – Sight Words Practice

30-Minute Plan Summary

Focus: Reading, writing, and using common sight words in short sentences.

Class Size: 30 children

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**Time: 0–5 minutes**

**Introduction: What Are Sight Words?**

**Teacher says:**

“Today we are going to learn some new sight words! These are words we see and read often — we don’t spell them, we just remember them.”

Write the words on the board:

**these, those, them, our, your, old, many, upon, come, some**

Read aloud slowly and clearly:

“These – Those – Them – Our – Your – Old – Many – Upon – Come – Some”

Children repeat after you 2–3 times.

Explain meaning through gestures or examples:

- “These are my crayons.” (show nearby items)
  - “Those are your shoes.” (point farther away)
  - “We love our school.”
  - “There are many books.”
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**Time: 5–15 minutes**

**Oral & Flashcard Practice**

**Step 1: Flashcard Game – “Read and Clap”**

Hold up flashcards one by one.

Children read the word aloud and clap once for each word.

Variation:

- Teacher says the word → children act (point, raise hand, or clap twice).
- Example:
  - “If I say *these*, point to nearby things.”
  - “If I say *those*, point to things far away.”

## **Step 2: Repeat & Use in Sentences (Whole Class Practice)**

Teacher says:

“Let’s use our sight words in small sentences.”

Children repeat:

- “These are apples.”
  - “Those are my friends.”
  - “We love our teacher.”
  - “Come and play.”
  - “There are many toys.”
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**Time: 15–25 minutes**

### **Writing Practice**

Children open notebooks and copy:

#### **Sight Words:**

these, those, them, our, your, old, many, upon, come, some

#### **Sentence Practice:**

1. These are my books.
2. Those are your shoes.
3. We love our school.
4. There are many toys.
5. Come and play with us.

After writing, teacher asks children to read each sentence aloud.

Encourage neat handwriting and correct spacing.

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**Time: 25–30 minutes**

**Revision Activity: “Find the Word”**

**Game Idea:**

Write a short paragraph or sentence group on the board.  
Children find and circle sight words.

Example:

“These are my toys. Come and play with them. There are many colors.”

Children circle: *These, Come, Them, Many.*

**Teacher Tip:**

- **Add these sight words to your classroom wall chart** for daily reading.
  - Revise them every morning for 2–3 minutes during circle time.
  - Use them in simple classroom instructions:
    - “Come here.”
    - “Put your book on your desk.”
    - “Those crayons are ours.”
  - Praise reading effort — “Wow, you remembered *these* and *those!*”
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## Day 16 – Reading Comprehension & Review

30-Minute Plan Summary

Focus: Reading and understanding short passages using familiar digraphs (wh, ph, ng, ing), vowel sounds (short & long oo), and sight words.

Class Size: 30 children

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**Time: 0–5 minutes**

### Warm-Up & Recap

**Teacher says:**

“Today we will practice reading a short story and answering questions about it!”

Quick recap before starting:

Ask:

- “Who remembers our *wh* words?” (what, when, where)
- “What sound does *oo* make in *moon*?”
- “Can you tell me some sight words we learned?” (these, those, come, many)

This helps connect today’s comprehension with previous lessons.

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**Time: 5–15 minutes**

### Reading the Passage

**Step 1: Display or read aloud a short passage:**

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**Passage: “At the Park”**

One sunny day, the children went to the park.

They saw a big slide and many swings.

A boy named Rohan said, “Look at those kids on the swing!”

They played, laughed, and had fun.

After some time, they sat under the tree to eat food.

They said, “This is our happy place!”

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## Step 2: Read Together

Teacher reads aloud once slowly.

Then, children repeat line by line.

Focus on pronunciation of words like *look, those, swings, food, under*.

Ask simple questions orally:

- “Where did the children go?”
  - “What did they see?”
  - “What did they do under the tree?”
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**Time: 15–25 minutes**

### Writing Practice

Children open notebooks and answer three comprehension questions in complete sentences:

1. **Who** went to the park?  
– The children went to the park.
2. **What** did they do there?  
– They played and ate food.
3. **Where** did they sit?  
– They sat under the tree.

Encourage children to reread the passage to find answers instead of guessing.

After writing, read answers aloud together.

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**Time: 25–30 minutes**

### Activity: “Comprehension Corner”

#### Group Reading Time:

Divide the class into 3–4 small groups.

Each group reads one line or paragraph aloud together.

After each group finishes, discuss the meaning briefly.

#### Variation:

Use flashcards from the passage (look, park, swing, food, under) and ask children to form small sentences using them.

**Teacher Tip:**

- Focus on **understanding**, not just speed.
  - Praise children who explain meaning in their own words.  
“You understood the story very well!”
  - Allow weaker readers to read with a partner for confidence.
  - Use visuals — show a park picture to help recall details.
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