

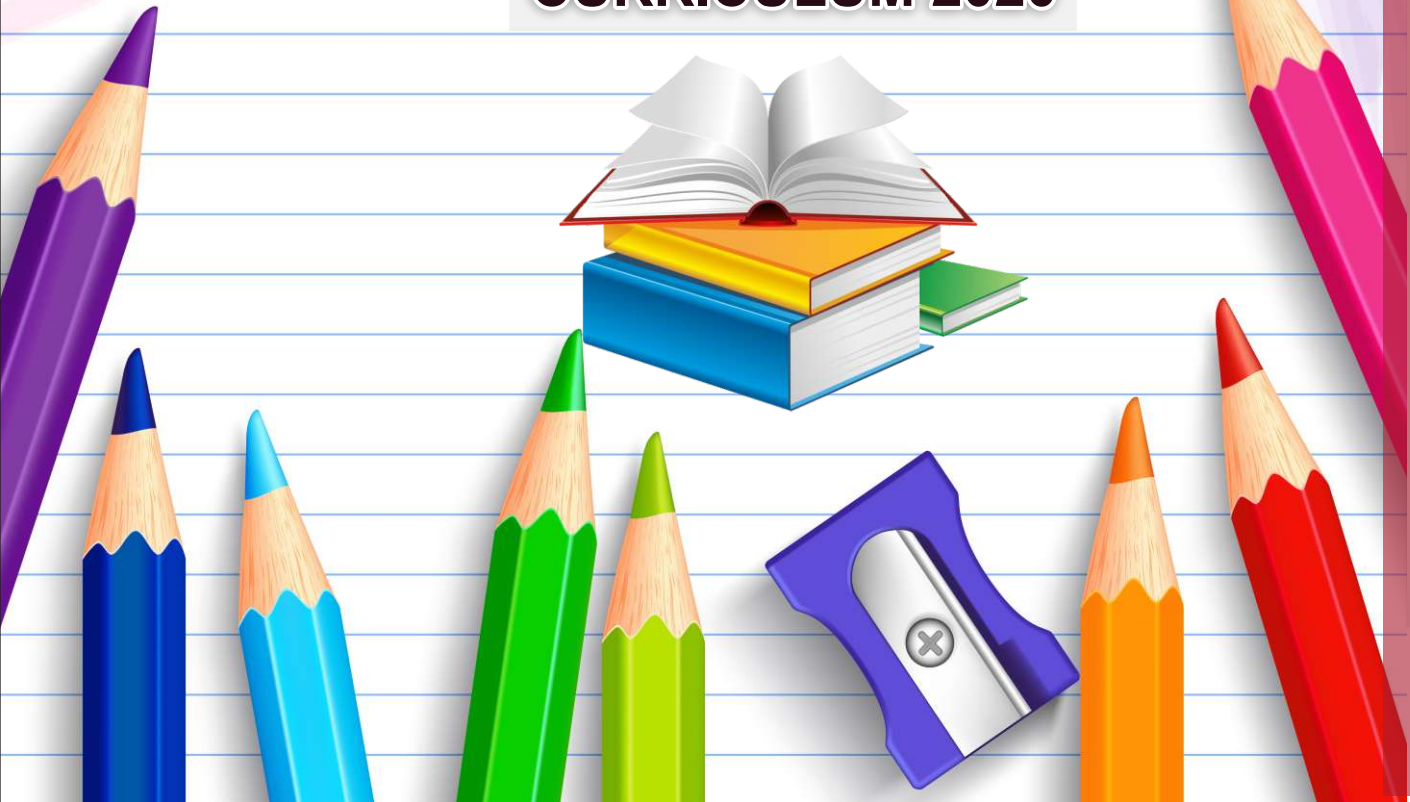
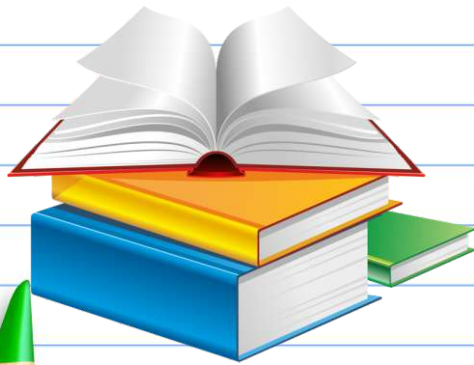


**PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION**

**GRADE
1**

ENGLISH

**BASED ON
CURRICULUM 2020**



LESSON PLANS



Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa Abbottabad

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NOTIFICATION:

No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

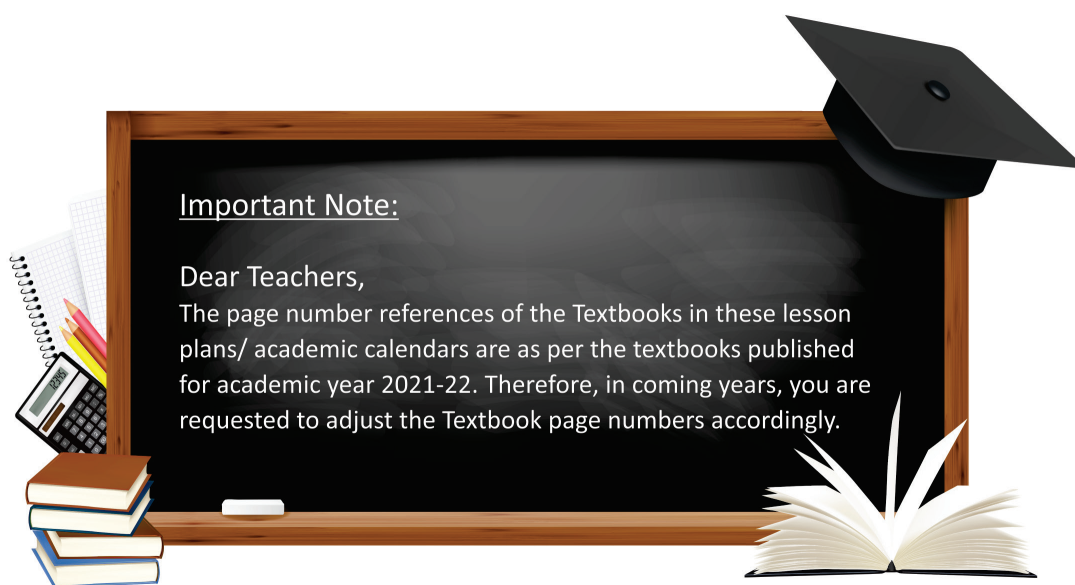
Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
 - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
 - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
 - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
 - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent

the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labelling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day's topic. Other tools such as tests can be prepared ahead of time as well.

- ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.



Important Note:

Dear Teachers,

The page number references of the Textbooks in these lesson plans/ academic calendars are as per the textbooks published for academic year 2021-22. Therefore, in coming years, you are requested to adjust the Textbook page numbers accordingly.

PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalisation of these lesson plans.

Gohar Ali Khan
Director,
Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.

Month

1

ALPHABET: READING, WRITING PHONICS



STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in series and in random order.

INFORMATION FOR TEACHERS

1. Articulation of sound gives birth to correct pronunciation. Select proper words which may lead to original sounds of letters.
2. Make students produce sounds of letters which they already know. Facilitate the students with clear sounds who do have a problem in articulation.
3. There are twenty six letters (alphabets) of English which make forty four sounds used in English. However, we will discuss only 26 sounds in this lesson.
4. Articulation is the act of expressing something in a clear verbal form. To articulate is to say something very clearly, so that each word or syllable can be heard.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



MATERIALS / RESOURCES REQUIRED

- Alphabet chart, flash cards, recorded alphabet song, chart-paper cut out alphabets, worksheets with letters and pictures to colour and worksheets with dotted alphabets.



INTRODUCTION

5 MINUTES

The Teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Aliakum/Hello!" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam/Hello!". Ensure that the students respond to the greeting.



DEVELOPMENT

20 MINUTES

Activity 1:

20 MINUTES

The teacher will:

1. Sing the phonics song in front of the students or let them listen to a recorded phonics song, pointing to each letter on the chart as he/she sings.

Aa for /ă/ apple,

Bb for /b/ ball,

Cc for /c/ cat,

Dd for /d/ dog,

Ee for /ē/ elephant,
 Ff for /f/ fish,
 Gg for /g/ gorilla,
 Hh for /h/ hat,
 Ii for /ī/ igloo,
 Jj for /j/ juice,
 Kk for /k/ Kangaroo,
 Ll for /l/ lion,
 Mm for /m/ monkey,
 Nn for /n/ nose,
 Oo for /ō/ octopus,
 Pp for /p/ parrot.
 Qq for /k/ question,
 Rr for /r/ ring,
 Ss for /s/ sun,
 Tt for /t/ train.
 Uu for /ū/ umbrella,
 Vv for /v/ van,
 Ww for /w/ watch,
 Xx for /ks/ X-ray.
 Yy for /j/ yellow
 Zz for /z/ zoo.

Happy happy we will be

When we have learnt our ABC.

2. Sing/play the phonics song again and ask the students to sing along.
3. Ask the students to repeat one line at a time after him/her. Repeat all the lines a few times.
4. Point to each alphabet on chart as he/she says it, focusing on any letter that are particularly difficult for the students.



CONCLUSION / SUM UP

4 MINUTES

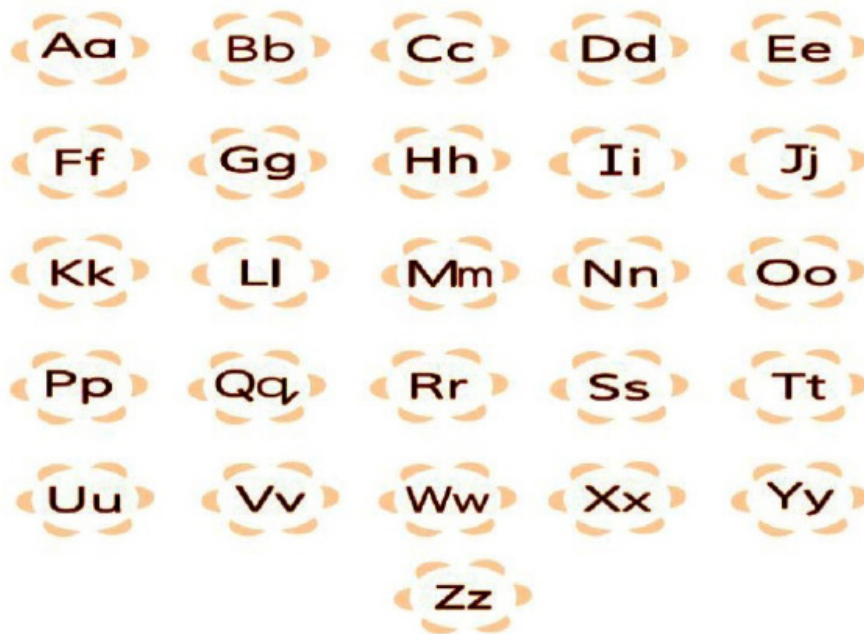
1. Tell the students that today, we have learnt sounds of letters of the English alphabet which will help us in pronouncing words of English.



ASSESSMENT

4 MINUTES

1. While the students sing the alphabet song, the teacher will move around the room and check that the students are able to identify the letters of the alphabet. The teacher may provide prompting and support to the students as needed.
2. The teacher will display the alphabet chart on the board and will ask the students to look and say after him/her.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice alphabet song at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, articulate and write letters of alphabets.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in series and in random order.

INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds help students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. While teaching the lesson, the teacher should also consult the textbook at all steps.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, block of letters, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The Teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum/Hello!" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam/Hello!". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt to articulate the sounds of letters of the alphabets. Today we will learn to articulate the sounds of letters of the alphabets in series.



DEVELOPMENT

20 MINUTES

Activity 1:

20 MINUTES

The teacher will:

1. Divide the writing board into two halves by drawing a line in between.
2. Write A-Z (capital letters) in series on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.

A	—	C	D	—	E	—	B H Y
—	I	—	—	L	—	—	S J E
—	P	—	R	—	—	U	O X
—	W	—	—	Z	—	—	G M
							Q V T
							K N

3. Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
4. Erase a few letters from the board, leaving letters out so students can fill in. Write the erased letters in a box as clue for students.

a	—	c	—	—	—	d h e
g	—	—	j	—	—	i l y
—	n	—	—	—	r	b k
—	t	—	v	—	x	u s w
—	—	z	—	—	—	f o q
						p m

5. Ask a student to come near the writing board and try to articulate only the letters that are written on writing board, leaving the blanks. Repeat the activity with a couple of other students.
6. Now ask some other student to come and write the missing letters on the writing board. Repeat the activity with different students.
7. First get the capital letters done, later small letters. Help the students where necessary. This activity will help students learn what comes before and after a letter.



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to articulate and write letters of the alphabet in series. We have also learnt what comes before and after a letter.



ASSESSMENT

4 MINUTES

1. Informally assess students' ability to articulate the sounds of letters of the alphabets in series. Appreciate those students who answer correctly and motivate those students who still can't answer correctly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in series.
2. Neatly write capital letters in series at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
3. Throughout the year, continuously guide and assess students' abilities to recognize, read and write letter of the alphabet.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 3



STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in series and in random order.

INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds helps students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. Present students with interesting ideas about letters with colour full pictures. The AV aids motivate students to learn and participate.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The Teacher will:

1. Begin the class by saying "Good morning" to the students and the students will answer the greeting by saying "Good morning". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt to articulate the sounds of letters of the alphabets in series. Today we will learn to articulate the sounds of letters of the alphabets in random order.



DEVELOPMENT

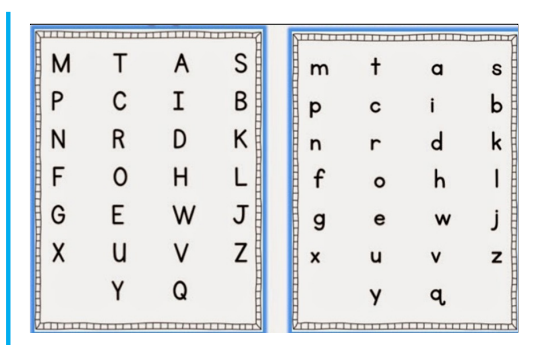
20 MINUTES

Activity 1:

20 MINUTES

The teacher will:

1. Now divide the writing board into two halves by drawing a line in between.
2. Write A-Z (capital letters) in random order on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
3. Write a-z (small letters) in random order on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to articulate the sounds of letters of the alphabets in random order.



ASSESSMENT

4 MINUTES

1. Once the students are familiar with the letters and have had a chance to practice them, the teacher will ask the students to take out their notebooks.
2. Explain to the students that you will say a letter and they will have to write it down (both in capital and small on their notebooks).
3. When the students are ready, say a letter in random order and ask the students to write it down in their notebooks.
4. While the dictation is going on, the teacher can walk around the class monitoring and checking on what's being written. It will be quite easy to see when a student has either misheard the letter whereupon you can get to check that particular letter and correct the students where necessary.
5. The teacher is required to dictate 4-5 words in a period. Don't overdo the activity.
6. If the teacher finds that students have copied letter from charts displayed in class, don't snub them but encourage them to think and write themselves.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in random order.
2. Neatly write capital letters at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
3. The teacher is required to dictate 4-5 words every day now and then throughout the year, to guide and assess students' abilities to write letters of alphabets..

WORD PATTERNS



STUDENT LEARNING OUTCOMES

- Recognise individual sounds of letters in a word e.g. /p/, /i/, /n/ in pin, etc.
- Copy and write simple one syllable words with correct spellings.
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask students meaning of the words during each activity which provide an opportunity to the objects or at least pictures of different things mentioned to lass to that the students learn the vocabulary.
4. Use some of the words in sentences. When you use the words 'run' ask them, 'do you like to run in the playground? Or, 'can you run fast?' etc.
5. Tell the students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting “Good morning / Hello / Assalam-O-Alaikum!” to the students and the students will answer the greeting by saying “Good morning / Hello / Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
2. Say “how are you?” to the students and make sure that the students reply, “we are fine, thank you.”
3. Write “b” on the board and ask the students how to pronounce it. Seek answers from students. Repeat this practice with more letters like f, g, m, r etc. and make sure that the students can pronounce them correctly.
4. Draw a picture of a “fan” on the board and ask about it. Seek answers. The teacher will tell, it is a “fan”. Repeat the word “fan” with all the students. Invite few students to repeat the activity.



DEVELOPMENT

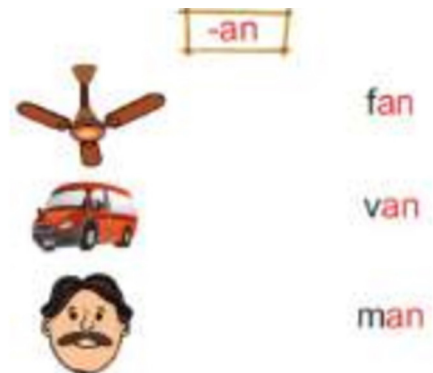
20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Draw / display picture of a “van” on the board and point to the picture of the “van” and ask about it. Seek answers from the students. The teacher will tell it is a “van”. Repeat the word “van” with all the students. Invite students individually to repeat it.
2. Draw / display a picture of a “man” on the board and point at the picture of the “man” and ask about it. Seek answers from the students. The teacher will tell it is a “man”. Repeat the words “man” with all the students. Invite few students to repeat it.
3. Ask the students if “man”, “van” and “fan” are beginning with the same letter sound?
4. Say /an/, v/an and f/an in exaggerated style and ask the students to repeat. Tell the students that as letters of words change, so do the sounds.
5. Ask the students what is common in man, van and fan, to the responses the on the board. Tell students that the “an” sound at the end of the three words is common. Tell them that as we change the first letter, the sound changes but as the letter ‘an’ are the same in all the words so their ending sound does not change and they rhyme.
6. Tell the students that we pronounce “an” as /a/ and /n/.
7. Write the letters “a” and “n” on the board. Ask students to articulate sound of /a/ and /n/. Repeat the sounds after the students, and then articulate “an”. Ask the students to repeat it a couple of times.
8. Show the flashcard with “an”. Ask them to articulate each letter (make the sound of each letter and then join the sounds) and articulate “an” individually till each student is able to do so.
9. Write the letter “p” before “an”. Ask students to tell the sound of /p/. Encourage them to blend it with the sound of “an”. Tell them “p” and “an” make “pan”. Show /draw picture of “pan”. Practice with the students collectively and individually till they are comfortable with articulating the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.





CONCLUSION / SUM UP

4 MINUTES

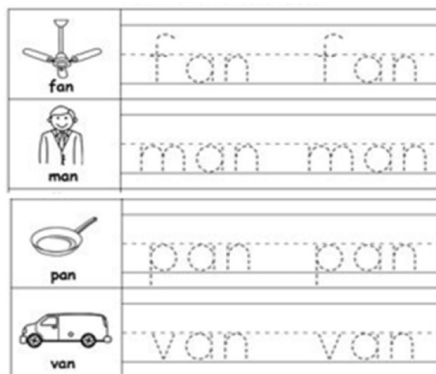
1. Tell the students that today, we have learnt to pronounce and identify words that end with “an” sound.



ASSESSMENT

4 MINUTES

1. The teacher will use the same activity by changing the initial letter as a formative assessment to assess the students’ performance. (this will guide the teacher in pacing his/her activities, spending more or less time on one level).
2. The teacher will give students a worksheet or will write “an” words in the students’ notebooks. Ask the students to trace given words.



HOMEWORK / FOLLOW UP

2 MINUTES

3. Ask the students to practice tracing/copying “an” words several times at home.
4. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words.
5. Repeat activity with different initial letter sounds but rhyming words (with the same word endings) not more than three letters e.g. bet, get, jet, let, met, net, pet, set, wet, yet. Show the difference in pronunciation bet, get, jet, let, met, net, pet, set, wet, yet.
6. Assign students to do the relevant activities/ exercises from their textbook as homework.



DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



STUDENT LEARNING OUTCOMES

- Recognize individual sounds of in a word e.g. /p/, /i/, /n/ in pin, etc.
- **Copy and write simple one syllable words with correct spellings.**
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

INFORMATION FOR TEACHERS

1. Spelling patterns can help us divide and read words that have multiple syllables.
2. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil
3. (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound.
4. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
5. Tell the students meaning of the words used in each activity which provides an opportunity to involve students. Wherever possible, bring the objects or at least picture of different things to school, or at least pictures of the things mentioned, so that the students learn the vocabulary.
6. Use at least some of the words in sentences, when you use the word 'run', ask them, 'Do you like to run in the playground? or, 'Can you run fast?' etc.
7. Tell the students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels.
8. We can make vowel sound freely without friction.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning / Hello / Assalam-o-Alaikum!" to the students and the students will answer the greeting by saying "Good morning / Hello / Walaik-um-Assalam". Ensure that the students respond to the greeting properly
2. Say "How are you?" to the students and make sure that the students reply, "we are fine, thank you."
3. Write "an" and draw three pictures, for example, the picture of a pan, man, fan etc. Ask the students to take cues from the pictures and write the correct letter to make a word.
4. Tell the students that these are rhyming words with the same word endings sounds.
5. Tell the students that yesterday we have learnt "an" family word pattern. Today we will learn words that end with "at".



DEVELOPMENT

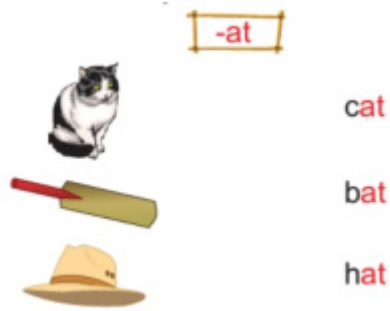
20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Display picture of a "cat" on the board and point to the picture of "cat" and ask what it is.
2. Seek answers from the students. The teacher will tell it is a "cat". Repeat the word "cat" with all the students. Invite few students to repeat.



3. Draw/display picture of a “bat” on the board and point to the picture of the “bat” and ask what it is. Seek answers from the students.
4. The teacher will say it is a “bat”. Repeat the word “bat” with all the students. Invite five or six students individually to repeat it.
5. Ask the students if “cat”, “bat” and “hat” begin with the same sound.
6. Say c/at, b/at and h/at in exaggerated style and will ask the students to repeat these. Tell the students that as letters of words change, so do the sounds.
7. Ask the students what is common in cat, bat and hat. Tell students that the /at/ sound at the end of the three words is common. Tell them that as we change the first letter, the sound changes but as the letters ‘at’ are the same in all the words, so their ending sound does not change and they rhyme.
8. Tell the students that we write “at” as “/a/ and /t/.
9. Write the letters “a” and “t” on the board.
10. Ask students to articulate sound of /a/ and /t/. Repeat the sounds after the students, and then articulate “at”. Ask the students to repeat these a couple of times.
11. Show the flashcard with “at”. Ask them to articulate each letter (make the sound of each letter) and articulate the word individually till each student is able to do so.
12. The teacher will write the letter “r” before “at”. Ask students to articulate the sound of /r/. Encourage them to blend it with the sound of /at/. Tell them /r/ and /at/ make “rat”. Show/ draw picture of “rat”. Practice with the students collectively and individually till they are comfortable with sounding out the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.

Activity 2:

10 Minutes

The teacher will:

1. Give students a worksheet or write “at” words in the students’ notebooks. Ask the students to trace given words.





CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to pronounce one syllable words and to identify words that end with “at” sound.



ASSESSMENT

5 MINUTES

1. Give a list of three letter words to the students learnt earlier. There should be at least two words ending with the same sound. If you have to provide a list of words ending with -at, -in, -an and -ap, there should be at least two words ending with ap, two words with at, two words with in and so on.
2. Ask the students to read the words aloud and identify the words ending with the same sound.
3. Ask the students to say the words and tell the words ending with the same sound.
4. Write the words ending with the same sound on the board.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice tracing/copying “at” words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 3



STUDENT LEARNING OUTCOMES

- Recognise individual sounds of in a word e.g. /p/, /i/, /n/ in pin, etc.
- **Copy and write simple one syllable words with correct spellings.**
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

INFORMATION FOR TEACHERS

1. Spelling patterns can help us divide and read words that have multiple syllables.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't be in a hurry to rush on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of the students.
3. Tell the students meaning of the words used in each activity which provides an opportunity to involve them. Wherever possible, bring the objects or at least picture of different things to school, or at least pictures of the things mentioned, so that the students learn the vocabulary.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flashcards of alphabets.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning / Hello / Assalam-o-Alaikum!" to the students and the students will answer the greeting by saying "Good morning / Hello / Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "we are fine, thank you."
3. Tell the students that yesterday we learned family word pattern. Today we will learn words that end with "ot". You can also copy and write simple one syllable words with correct spelling.
4. Tell the students that always leave regular spaces between words while writing.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Draw/display a picture of a "pot" on the board and point to the picture of "pot" and will ask what it is. Seek answers from the students. The teacher will say it is a "pot". Repeat the word "pot" with all the students. Invite few students to repeat it.
2. Draw a picture of something "hot" and point to the picture on the board and ask about it. Seek answers from the students. The teacher will say it is a "hot". Repeat the word "hot" with all the students. Invite five to six students individually to repeat it.
3. Ask the students that "pot", "hot" and "cot" are beginning with the same ending sound.
4. Say p/ot, h/ot and c/ot in exaggerated style and will ask the students to repeat.
5. Ask the students what is common in "pot", "hot", "cot"? Tell students that the "ot" sound at the end of the three words is common.
6. Tell the students That we write "ot" as "o" and "t".
7. Write the letters "o" and "t" on the board. Ask students to elicit sound of "o" and "t". Repeat the sounds after the students, and then say the word "ot". Ask the students to repeat this a couple of times.



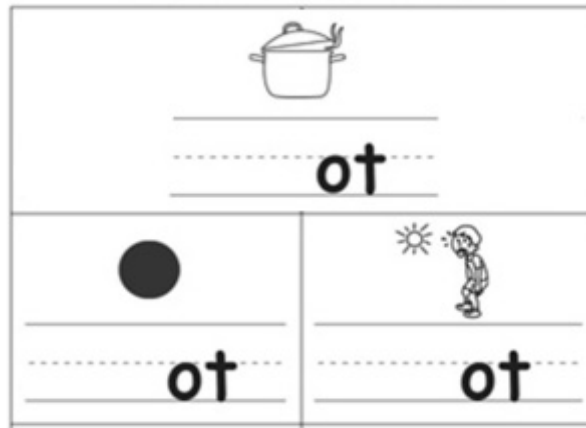
8. Show the flashcard with the word “ot”. Ask them to voice out each letter (make the sound of each letter and then join the sounds to make the word) and say the word individually till each student is able to do so.
9. Write the letter “d” before “ot”. Ask students to tell the sound of /d/. Encourage them to blend it with the sound of “ot”. Tell them “d” and “ot” make “dot”. Show /draw picture of “dot”. Practice with the students collectively and individually till they are comfortable with sounding out the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.

Activity 2:

10 Minutes

The teacher will:

1. Give students a worksheet or write “ot” words in the students’ notebooks. Also draw pictures. Ask the students to write “ot” words with respective pictures.



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to pronounce one syllable words and to identify words that ends with /ot/



ASSESSMENT

4 MINUTES

1. The teacher will use the “activity 2” as a formative assessment to assess the students’ performance. (This will guide the teacher in pacing his/her activities, spending more or less time on one level).



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice tracing/copying “in” words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words..

LESSON

3

READING AND WRITING READINESS (HOLDING A PENCIL CORRECTLY)



STUDENT LEARNING OUTCOMES

- Hold a pencil correctly.

INFORMATION FOR TEACHERS

- Most of the students will hold the pencil in their right hand while some may hold it in their left hand.
- Pay attention to those students who use their left hand while writing, help them, and do not force them to use their right hand.
- Learning to hold a pencil is a fine motor skill, it takes time for the students to get accustomed. Make it a fun activity by drawing or colouring.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

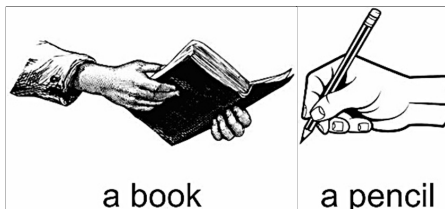
- Glass, book, pencil eraser, sharpener, writing board, textbook, etc..



INTRODUCTION

5 MINUTES

- Greet students by saying “Assalam-o-Alaikum”, or “Good Morning”.
- Encourage those students who respond to the greeting correctly and motivate others.
- Demonstrate to students, how to hold:



DEVELOPMENT

20 MINUTES

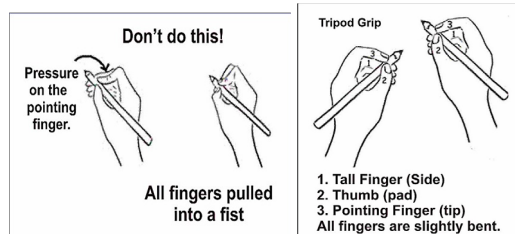
Activity 1:

20 Minutes

- Demonstrate in front of the students how to pick up a pencil using a thumb and index

finger.

2. Ask the students to pick up a pencil using their thumb and index finger.
3. Demonstrate and then ask the students to extend their thumb and index finger and bend the other three fingers of their writing hand inwardly.
4. Demonstrate and then ask the students to rest the pencil on the curled middle finger and along with the space between the thumb and forefinger (some students may use the middle finger to hold the pencil too, and that should be allowed).



5. Help the students to hold the pencil with their thumb and index finger to have a firm grip.
6. Ask the students to relax the grip after holding the pencil so that they are comfortable and do not strain their fingers.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students: Today, we have learnt how to grip a pencil correctly.



ASSESSMENT

5 MINUTES

1. Ask a few students to demonstrate how to grip a pencil correctly.
2. Appreciate those students who hold the pencil correctly and motivate those students who still can't hold a pencil correctly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Explain and ask the students to run "pencil walk" with their siblings/parents at home.
2. Show them hold the eraser-end of a pencil using their thumb, index, and middle fingers. Using their dominant hand i.e. right or left (Step-1)
3. Use only these three fingers to "walk" down the pencil to the tip. (Step-2)
4. Now, flip the pencil over. (Step-3)
5. Then "walk" back up to the eraser end. Be sure not to use your ring finger or the other hand, to help! (Step-4)
6. Throughout the year, continuously guide the students on how to hold a pencil correctly and use an eraser (if required).



(Step-1)



(Step-2)



(Step-3)



(Step-4)

READING AND WRITING READINESS (PRE-WRITING)



STUDENT LEARNING OUTCOMES

- Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.
- Trace and draw circles and curves.

INFORMATION FOR TEACHERS

- To draw smooth lines, you need to use your hands, arms, and shoulders. Moreover, sitting at a desk for a long time with bad posture can seriously harm your back.
- Horizontal lines go from left to right across the page.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, scrap papers, bottle caps, jar lids, a chart with vertical, horizontal, slanted, curved lines showing forwards and backwards direction, circles, curves, and worksheet/textbook/notebook, pencil, and chalk.



INTRODUCTION

5 MINUTES

- Greet the students by saying "Assalam-o-Alaikum" and "Good Morning". Encourage those students who respond to the greeting correctly and help others.
- Tell the students, today, we are going to learn how to hold the pencil to draw different lines.
- Draw a straight line (from left to right) on the writing board with chalk.
- Ask a few students to come to the writing board and draw straight lines from left to right using their fingers.
- Ask the students to draw a straight line from left to right in their notebooks.



DEVELOPMENT

20 MINUTES

Activity 1: 7 Minutes

- Ask your students to look around the classroom/school for different types of lines.
- They could identify, for example, a ruler, a pencil box, a desk, or a window/door.
- Now, draw straight dotted lines (left to right) on the writing board.
- Say "straight line" by pointing at the dotted lines on the writing board.
- Point at the arrows (left to right) to show the direction of the lines.



6. Ask the students to hold the pencil correctly and trace/draw straight lines (left to right) on their notebooks using pencils.
7. Draw a straight dotted line (top to bottom and bottom to top) on the writing board.



8. Say "straight line" by pointing at the dotted lines on the writing board.
9. Point at the arrows (top to bottom and bottom to top) to the direction of the lines.
10. Ask students to hold the pencil and trace / draw straight lines (top to bottom and bottom to top) on their notebooks using pencils.



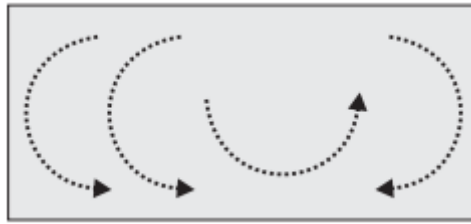
11. Draw dotted slanted lines (top to bottom and bottom to top) on the writing board.
12. Say "slanted line" by pointing at the dotted lines on the writing board.
13. Point at the arrows (top to bottom and bottom to top) to show the direction of the lines.
14. Ask the students to hold the pencil correctly and trace/draw slanted lines (top to bottom and bottom to top) on their notebooks using pencils.



Activity 2:

7 Minutes

1. Divide your class into two groups so that one group moves in a single line and the other one watches it.
2. Ask the students of group 2 to join hands in a horizontal line with everyone facing the front of the class.
3. While holding hands, ask the students at the two ends to take one step forward, and the students in the middle to take one step backward.
4. Ask them: What happened? (wait for their responses)
5. Explain to students that now the line is a curve-like part of a ball.
6. Draw curved dotted lines (backward and forward) on the writing board.
7. Say "curved line" by pointing at the dotted lines on the writing board.
8. Point at the arrows (backward and forward) to show the direction of the lines.



9. Ask the students to hold the pencil correctly and trace/draw curved lines (backwards and forwards) on their notebooks using a pencil.
10. Move among the students to facilitate them.

Activity 3:

6 Minutes

1. Ask students to identify round objects in the classroom. e.g. a wall clock, a button, a wristwatch.
2. Draw a circle on the writing board and ask students. What is this?
3. Take their responses and tell them that such a round shape is called a “circle”
4. Give bottle cap, jar lid, or other circular objects to each student.
5. Draw a dotted circle on the writing board to show students that how to trace round objects.
6. Ask the students to draw circles on their notebooks using a pencil.



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today we have learnt how to draw vertical, horizontal, slanted, lines, circles, and curves.



ASSESSMENT

3 MINUTES

1. Informally assess students’ ability to draw different types of lines through observation during activity.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw the given horizontal lines in your notebooks. Draw vertical lines between the upper two and lower two lines.
2. Throughout the session, continuously facilitate the students on how to hold a pencil correctly and write from left to right and top to bottom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



READING AND WRITING READINESS (PRE-WRITING PATTERNS-II)



STUDENT LEARNING OUTCOMES

- Colour within lines and create simple patterns.

INFORMATION FOR TEACHERS

1. Colouring within the lines is possible only when students have substantial hand strength and improved eye-hand coordination.
2. Tell students that squeezing a spray bottle and picking up things with big tweezers help improve hand strength and hand-eye coordination substantially.
3. In the initial stages of painting and colouring, encourage students to colour images having big borders as it helps them learn to colour more easily.
4. Use various geometric shapes and objects to create bright, colourful patterns.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Coloured chalks/markers, easily available no-cost / low-cost AV -aids, pencil, writing board, textbook, etc.



INTRODUCTION

5 MINUTES

1. Greet the students by saying "Assalam-o-Alaikum", or "Good Morning". Encourage those students who respond to the greeting correctly and motivate others.
2. Draw a simple pattern of geometrical shapes on the writing board, e.g., square and circle.
3. Ask a volunteer and help him/her in colouring the image.



DEVELOPMENT

21 MINUTES

Activity 1:

11 Minutes

1. Give the students white charts/scrap papers, pencils/crayons.
2. Ask the students to draw their favourite geometrical shape/image/object on the chart/paper. Help them if required.
3. Tell the students to start colouring, covering the corners/ boundaries first.
4. Help struggling students by holding their hand, and teach them how to colour within the marked lines without letting the crayons/pencil run outside the lines.
5. Select a few well-coloured images and display them to the class.
6. Appreciate students' work and motivate others.

Activity 2:**10 Minutes**

1. Invite students to look around the room and ask them, "Can anyone identify a pattern?"
2. If no one knows what a pattern is, then make a simple pattern on the writing board, e.g. circle, triangle, circle, triangle, circle, triangle.
3. Use different coloured chalks/ markers
4. Inform the students that this is a pattern of circles and triangles.
5. Invite students to draw various patterns of geometrical shapes and colour them.

**CONCLUSION / SUM UP****2 MINUTES**

1. Tell the students that today they have learnt how to use colours within the lines to create simple patterns.

**ASSESSMENT****5 MINUTES**

2. Informally assess students' abilities to colour within the lines and create simple patterns.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to draw their favourite fruit on their notebooks and colour within the lines.
2. Throughout the year, continuously guide and assess students' abilities to colour within the lines and create simple patterns.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

READING AND WRITING READINESS (DIRECTIONALITY)



STUDENT LEARNING OUTCOMES

- Recognize that English is written from left to right.
- Trace and write small and capital letters following appropriate writing models of regular shape and size.

INFORMATION FOR TEACHERS

1. Most students have seen a book/magazine, etc. Use this familiarity technique to help students to hold a book.
2. While teaching, the teacher should also consult the textbook where and when required.
3. Make maximum use of physical response and oral response.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- English textbook, few other books including Urdu textbook, “The Hokey Pokey Song” chart, easily available, no-cost / low-cost AV aids, writing board, etc.



INTRODUCTION

5 MINUTES

1. Show students a book and ask the following questions:
 - ♦ What is this?
 - ♦ Is the title written in English or Urdu?
 - ♦ How did you find that the title is in English or Urdu?
2. Tell the students that today we will sing “The Hokey Pokey” song to understand that English is written from left to right and runs from left to right and top to bottom, in reading and writing English.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display the chart of “The Hokey Pokey” song on the writing board.

When I read an English book, I start from left to right. (Pretend to read)
 I do the same thing when I want to write. (Pretend to write)
 I do the reader wiggle and I turn myself about. (Wiggle and turn)
 That’s how I read and write. (Clap)
 I do the reader wiggle. (Repeat three times)

That's how I read and write. (clap)
 When I read an English book, I start from top to bottom. (Pretend to read)
 I do the same thing when I want to write. (Pretend to write)
 I do the reader wiggle and I turn myself about. (Wiggle and turn)
 That's how I read and write. (Clap)
 I do the reader wiggle. (Repeat three times)
 That's how I read and write. (Clap)

Note: The instructions in brackets are only for the teachers, don't write them on the chart.

2. Recite the given poem a couple of times with actions to the students following rhyme and rhythm and using stress and pause (Intonation Patterns).
3. Enjoy pretending to read and write from left to right and from top to bottom while singing the song.
4. Tell the students that we read and write in English from left to right and from top to bottom. Show them how to write on the writing board in English.

Activity 2:

10 Minutes

1. Draw four lines on the writing board and demonstrate how to write the letter "a" in two lines.
2. Write dotted "a" on the writing board and ask a few students to trace the letter on the board.



3. Now write dotted "a" on a worksheet/students' notebook and ask the students to trace. Help students trace the letter correctly.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that today, we have learnt how to recognize the shape of the letter "a".
2. Tell the students that we have also learnt that English is written and read from left to right but Urdu is read and written from right to left. However, both English and Urdu are written and read from top to bottom.



ASSESSMENT

4 MINUTES

Ask the students orally:

1. How do we read English?
2. How do we write English?



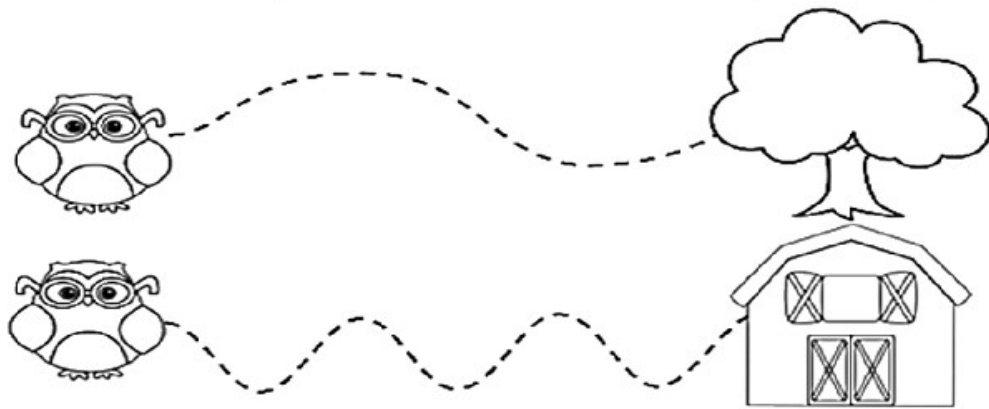
HOMEWORK / FOLLOW UP

4 MINUTES

1. Draw the following patterns on the board or draw them on paper and get photocopies for students. Ask them to trace the line from the owls to their home/ tree which is left to right. Ask students to draw similar patterns from left to right as homework. Use crayons or a pencil.
2. Take the students on a walk around the school, asking them what they see on their left and right. Ask students to talk to each other about it and correct each other in a friendly

manner.

3. Assign students to do the relevant activities/ exercises from their textbook as homework.



ALPHABET: READING, WRITING, PHONICS



STUDENT LEARNING OUTCOMES

- Tell what comes before and after an alphabet.
- Write capital and small letters in series and in random order. Take dictation of alphabet.

INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds help students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. Present students interesting ideas about letters with colourful pictures. The AV aids motivate students to learn and participate.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 70 MIN / 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, block of letters, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum/Hello!" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam/Hello!". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we have learnt to articulate, identify and match capital and small letters of the alphabet, in series and in random order. Today we will learn what comes before and after a letter.



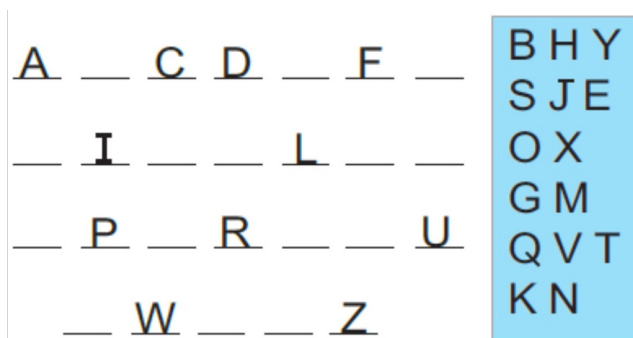
DEVELOPMENT

20 MINUTES

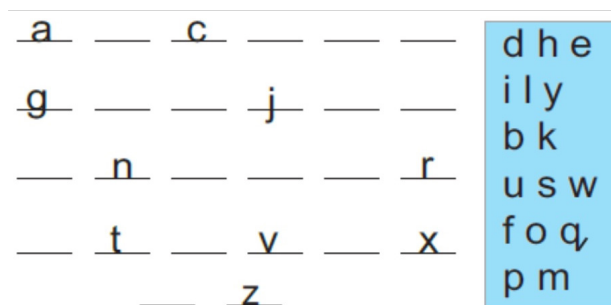
Activity 1:

20 Minutes

1. Divide the writing board into two halves by drawing a line in between.
2. Write A-Z (capital letters) in series on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.



3. Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
4. Erase a few letters from the board, leaving letters out so students can fill in. Write the erased letters in a box as clue for students.



5. Ask a student to come to the writing board and try to articulate only the letters that are written on writing board, leaving out the blanks. Repeat the activity with a couple of other students.
6. Now ask some other student to come and write the missing letters on the writing board. Repeat the activity with different students.
7. First get the capital letters done, later small letters. Help the students where necessary. This activity will help students learn what comes before and after a letter.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt how to grip a pencil correctly.



ASSESSMENT

5 MINUTES

2. Ask the students to demonstrate how to grip a pencil correctly.
3. Appreciate those students who hold the pencil correctly and motivate those students who still can't hold a pencil correctly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice gripping a pencil several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write letter of the alphabet, in series and random order.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



PERIOD 2 / 35 MIN



STUDENT LEARNING OUTCOMES

- Write capital and small letters in series and in random order. Take dictation of alphabet.

INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds helps students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again. Don't snub them.
7. Present students interesting ideas about letters with colourful pictures. The AV aids motivate students to learn and participate.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by saying "Good morning" to the students and the students will answer the greeting by saying "Good morning". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt what comes before and after a letter. Today we will learn to write capital and small letters in series and in random order.



DEVELOPMENT

20 MINUTES

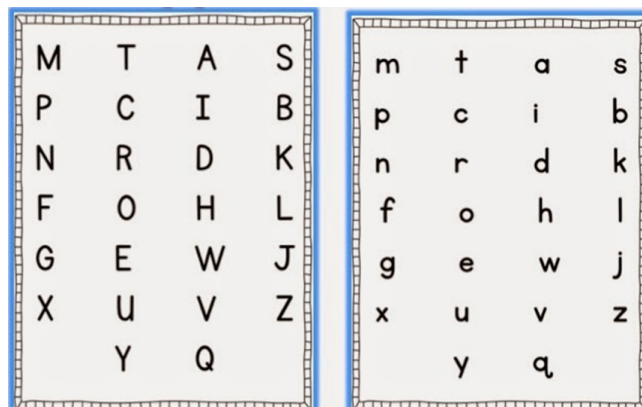
Activity 1:

10 Minutes

The teacher will:

1. Divide the writing board into two halves by drawing a line in between.

2. Write A-Z (capital letters) in random order on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
3. Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
4. Now ask the students to write capital and small letters (in series and in random order) on their notebooks.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt how to write capital and small letters in series and in random order.



ASSESSMENT

5 MINUTES

1. Once the students are familiar with the letters and have had a chance to practice them, the teacher will ask the students to take out their notebooks.
2. Explain to the students that you will say a letter and they will have to write it down (both in capital and small on their notebooks).
3. When the students are ready, say a letter in random order and ask the students to write it down in their notebooks.
4. While the dictation is going on, the teacher can walk around the class monitoring and checking on what's being written. It will be quite easy to see when a student has either misheard the letter whereupon you can get to check that particular letter and correct the students where necessary.
5. The teacher is required to dictate 4-5 words in a period. Don't overdo the activity.
6. If the teacher finds that students have copied letter from charts displayed in class, don't snub them but encourage them to think and write themselves.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in random order.
2. Neatly write capital letters at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
3. The teacher is required to dictate 4-5 words every day now and then throughout the year, to guide and assess students' abilities to write letters of alphabets.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

INITIAL SOUNDS



STUDENT LEARNING OUTCOMES

- Pronounce and match the initial sounds of common words depicted in pictures with their corresponding letters.

INFORMATION FOR TEACHERS

- Students need phonics skills to pronounce the sounds of letters and match them with their written shapes.
- When teaching the alphabet, remember that every student learns in different ways. Simply showing a flashcard and getting students to say the letter will not be enough to help a student who is a tactile learner (i.e., who learns more with the sense of touch). Here are some methods you can include in your alphabet teaching routine to ensure all of your students get the most out of your alphabet lessons:
 - Visual: show alphabet flashcards with a letter on the front and a picture on the back (e.g. a / apple). Display alphabet posters on the walls and have students read the alphabet picture books.
 - Listening: say the sounds of each letter clearly and repeat a few times so your students can clearly hear the sounds. If you have a mobile phone and speaker, play the ABC song or phonics song and ask students to sing along. Alternatively, sing the song to students and ask them to repeat it after you. You can listen and download ABC and phonics songs from the following website: <https://www.dreamenglish.com/topic/alphabet>
 - Touch and manipulation: use alphabet blocks that students can touch and pass around. They can also use the blocks to put the letters in the right order. Let students trace the shape of the letters on the flashcards and then “draw” the shapes with their fingers on the floor and doors, etc. Use Play-Doh to make the letters. Play the ABC song and have the students touch the letters as they are sung.
 - Movement: have students make the shapes of the letters with their hands and bodies. For example, for the letter “c”, students can cup their hands or bend their bodies into a “c” shape. For more difficult letters, students can make the shapes in pairs or 3s (e.g. two students can make the body shapes for “b”, “d”, “m” etc. by working together).
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Alphabet blocks, alphabet chart, flashcards with capital letters (1 letter per card) 3 sets, flashcards with small letters (1 letter per card) 3 sets recorded alphabet song, double-sided flashcards with the letter on one side and a picture on the other, worksheets with letters and pictures to colour, textbook, writing board, etc.



INTRODUCTION

5 MINUTES

1. Tell students: we have learned how to articulate and identify the sounds of letters. Today we are going to practise listening to the first sounds of a few words and matching them with the letters.
2. Display the alphabet chart on the board and review the alphabet chart (including both capital and small letters) with the students, or pick out certain common objects from the classroom and practice the initial sounds with students e.g. bag, book, board, cup, etc.
3. Ask students to say their names individually and then repeat it turn by turn, stressing on the beginning sound, and differentiate them. Write a few words on the writing board with the initial letters in the names of students.



DEVELOPMENT

20 MINUTES

Activity 1:

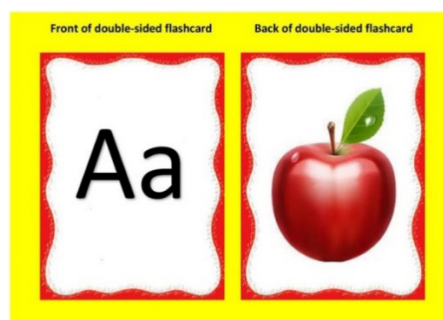
10 Minutes

1. Divide the class into three groups, give a set of shuffled letter flash cards: one set with small-letters (a-z), and one set of capital-letters set (A - Z) to each group.
2. Ask each group to sort the capital letters in order according to the alphabet chart displayed on the board.
3. Next, ask each group to sort the small letters in order according to the alphabet chart displayed on the board.
4. Ask each group to match both the capital and small letters.
5. Walk around to ensure students are working together and understand the instructions.
6. Select a few keywords for different initial sounds (e.g., bat, cat, dog, egg, fan, gum, hat, igloo, etc). Pronounce a word and ask students to identify its first sound. Then, ask them to show you the letter for that sound by holding its flashcard in their hands.
7. Repeat it for all selected words.

Activity 2:






10 Minutes

1. Hold up an "Aa" letter flashcard (double-sided flashcards with the letter on one side and a picture on the other side) so all students can see it.



2. Show the letter "Aa" and ask students to say its name and sound. Then ask a few students randomly to say the letter's name and sound individually e.g., "What's this?" (elicit "Aa").
3. Teach the sound of the letter (e.g. "Aa" is for /a/ ... /a/ - /a/ - /a/). Chorus again and check individually.
4. Turn the double-sided flashcard and provide an example of an object that begins with the letter e.g., "What's this?" (elicit "Aa") and "Aa" is for...? (turning the card over) "apple". Chorus the word and check individually.
5. Repeat the activity with a few more letters.

6. Give the students a worksheet and ask them to match the initial sound of common words depicted in pictures with their corresponding letters by drawing a line to join the letters with relevant pictures. Similarly, ask them to match the small and capital letters too.

D		c	A .	* b
B		b	B .	* f
E		d	C .	* e
A		a	D .	* a
C		e	E .	* c
			F .	* d



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today, we have learnt to match the initial sounds of words with the letters. Review with the help of a few examples.



ASSESSMENT

4 MINUTES

1. Ask students to name a few objects starting with "Aa, Bb, Cc, and Dd" from the classroom environment or a picture /illustrations, (some students might say some Urdu words with "Aa, Bb, Cc, and Dd", accept those words but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



HOMEWORK / FOLLOW UP

4 MINUTES

1. Ask students to match the small letters with the capital letters by drawing a line.
2. Give students a matching worksheet of the initial letter sounds and pictures.
3. Throughout the year, continuously guide and assess students' abilities to recognise, articulate and write letters of the alphabet.
4. For real-life experience, ask students to look for and identify the letters in a variety of print material, old books, newspapers, billboards, wrappers, cartons, etc.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

INTRODUCING YOURSELF



STUDENT LEARNING OUTCOMES

- Demonstrate the use of common conventions and dynamics of oral interactions in a group to introduce themselves.

INFORMATION FOR TEACHERS

1. If you provide an interactive environment to students and enforce rules so that students do not make fun of or fight with each other, then students will be able to express themselves in the class confidently.
2. Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
3. It is extremely important to present the model of courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
4. Always ask for permission before taking someone else belonging.
5. As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions for example:
6. Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
7. Tell them it's polite to answer if somebody is asking some questions or wants to talk.
8. Ensure that students listen to each other with respect.
9. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chart, marker/ chalk, textbook, etc.



INTRODUCTION

5 MINUTES

1. Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (Expected response: "Wa'alai-um-Assalam /Good Morning"). Ensure that the students respond to the greeting.
2. Ask, "How are you?" (Expected response: "Fine, thank you"). Ensure that students respond to the greeting.
3. Ask the students:
 - ◊ When you meet someone for the first time, what do you ask them? (Expected answers, Assalam-o-Alaikum, how are you? etc.)
 - ◊ Next, ask them how what they say when someone is asking them who they are or requesting an introduction or they are meeting them for the first time and need to tell

them a bit about themselves and need to know the other person(s). (Expected response: I'm Izza. My name is Amal. , etc.)

4. Tell students that today we will learn how to introduce ourselves to other people and ask their names.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell students that we say "What's your name?" when we want to ask someone's name. A more polite way of asking this is "May I have your name, please?"
2. Ask students to repeat after you: "What's your name?" (Articulate the sentence with a proper tone so that the students hear and understand each word correctly). Chorus the sentence a few times.
3. Now tell students that when someone asks "What's your name?" we say "My name is _____" (use your name in place of the "blank" but tell students to use their names while repeating).
4. Tell students that it is always more polite to introduce yourself before asking for a person's name. "Hello/ Assalam-o-Alaikum, my name is Sidra. It is a pleasure to meet you. May I ask your name?" The other person may respond like "It's good to meet you too, I'm Yasmin."
5. When you talk to someone, it is polite to pay attention and make eye contact with them.
6. Tell students to practice in pairs and ask and tell each other their names.
7. Encourage the students to call each other by their names in routine.

Activity 2:

10 Minutes

Role Play

1. Call two students for a role-play/ dialogue activity.
2. Help out the students in carrying out the following role-play/ dialogue.

Step 1: (student 1) Smile

Step 2: (student 1) introduce yourself by telling your name first (as shown below)

♦ "Assalam-o-Alaikum/ Hello, I am Saira. It is a pleasure to meet you. May I ask your name?"

Step 3: (student 2) respond to student 1, use your name (as shown below)

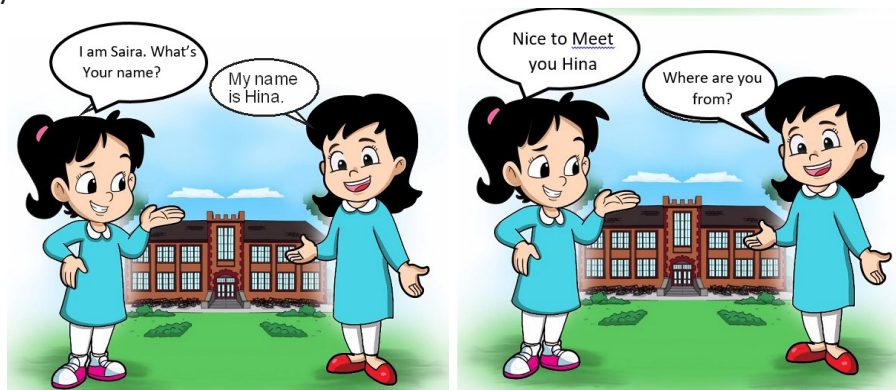
♦ "It's good to meet you too, my name is Hina."

Step 4: Ask a question

"Where are you from?"

Or

"Do you come here often?"



Note: Tell them that listen and wait for each other's responses.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today, they have learnt to introduce themselves and ask other person's name politely.
2. Tell them that if they find it difficult to use complete and accurate sentences, initially they can use short phrases or broken sentences. Just remember to smile when talking to someone for the first time.



ASSESSMENT

3 MINUTES

1. Informally assess students' ability to introduce themselves. Appreciate those students who introduce themselves correctly with confidence and motivate those students who are struggling.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice introducing themselves many times with their siblings at home.
2. Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

2

PREDICTION



STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the story by looking at the picture(s) in the texts.

INFORMATION FOR TEACHERS

1. Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make predictions before they begin to read.
2. Predicting involves thinking ahead while reading and anticipating information and events in the text.
3. After making predictions, students can read through the text and refine, revise, and verify their predictions.
4. The strategy of making predictions actively engages students and connects them to the text by asking them what they think might occur in the story.
5. Model how to make predictions for emergent readers. The “think-aloud” strategy is particularly helpful. For example, ‘think’ and ‘say’ the following to students as if you were ‘thinking aloud’: “I found an interesting book at the library and by looking at the cover I am guessing or predicting the story will be about _____ and _____. When we use what we know to make a guess before we read it is called ‘predicting.’”
6. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, storybooks, writing board, marker/ chalk, etc.



INTRODUCTION

7 MINUTES

1. The class will begin with a greeting (Assalam-o-Alaikum/Good Morning) and end with the teacher saying “Thank you/Good-Bye/Allah Hafiz”.
2. Draw a sad face on the writing board and ask the students to describe it. Ask them to guess why the face looks sad. Encourage them to respond without worrying about wrong answers.
3. Next, draw a cake (next to the sad face) and ask students to describe it. Then, ask them to guess who will eat the cake. Accept all answers and ask them to guess what you will draw next.
4. Now, draw a happy face next to the cake.
5. Ask students to try to guess why the face looks happy now. (Someone might say, “After eating a cake, the boy is feeling happy.”)
6. Now, write the following on the board:
 - ◊ Once there was a boy who was_____.

- ◇ Then, he found a piece of _____ in the kitchen.
 - ◇ After eating the cake, he became_____.
7. Point to the drawings on the writing board and ask students for answers to fill in the blanks.
 8. Add on: Draw the following emojis and ask students who could our story-boy be? Any guesses?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

Read aloud

1. Select a story from any storybook or textbook.
2. Show the cover page to students and make them guess the story.
3. Then, open the storybook and show the pictures while reading the text aloud. Pause just before a new event/ action in the story. Pointing to the relevant pictures, ask students to guess what happens next.
4. Similarly, before reading the end of the story, pause just before the end, and pointing to any relevant pictures in the book, ask students to guess the end of the story.
5. Read the end of the story and ask students to check if their guesses were correct.

Activity 2:

10 Minutes

Think-Pair-Share

1. Ask students to open the textbook to a certain page.
2. Ask them to look at the pictures and guess what the text is about.
3. Say, "Now, turn to a partner and discuss your guesses about the pictures/ text. Both partners should share their guesses with each other."
4. In pairs, they should come up with responses about the pictures.
5. Allow 2 – 3 pairs to share their responses with the whole class.
6. Next, ask students to read the text and check if their guesses were right.
7. To conclude the activity, ask a few questions about the events, characters, and colours in the pictures.
8. Highlight the relationship of pictures/ illustrations with the text.



CONCLUSION / SUM UP

2 MINUTES

1. Using the textbook or a storybook, summarise the use and importance of pictures in texts. Pictures/illustrations can speed up the process of understanding and make it easier to comprehend the text.



ASSESSMENT

4 MINUTES

1. Show different pictures to students randomly from the textbook or any storybook and ask them to look at the pictures and tell what they show and what the text may be about.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to draw a picture story in 1 to 3 pictures.
1. Tell them to look at pictures in a children's magazine or children's page from a newspaper (Friday or Sunday edition). Before reading the text, guess what it is about by looking at the pictures. Share their findings with the class next week.
1. Assign students to do the relevant activities/ exercises from their textbook as homework...

DESCRIBING COMMON OBJECTS



STUDENT LEARNING OUTCOMES

- Point out/name some common objects in a picture or an illustration.
- Describe them in a word or two, or a sentence.

INFORMATION FOR TEACHERS

- Pictures/ illustrations support reading comprehension.
- Give students the concept that pictures/ illustrations can help a reader get to the main idea of the text quickly.
- Provide them with relevant and appropriate vocabulary to describe objects in a picture/ illustration:
The picture shows(singular or plural noun). ... (position: on the left/right/...) there is / are ... / we can see..... is ... (position: on the left/right/...) In this picture, the(singular noun) is (verb)-ing .../ the (plural noun) are (verb)-ing ..
- Use pictures/ illustrations given in the textbook for this purpose. Use other sources too, e.g., children's magazines, children's pages in newspapers, storybooks, etc.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, realia, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (**Expected response:** "Wa'alaik-um-Assalam /Good Morning"). Ensure that the students respond to the greeting.
- Ask the students to name a few objects starting with /b/ from the classroom environment or from a picture /photograph (students might say book, bags, etc. or they might say some Urdu words with the sound /b/, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.
- Repeat it for a few other sounds/ letters.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Tell the students that when we say apple, the first sound that we utter is /a/. Repeat saying /a/ a few times with the whole class. Now, ask 2 - 3 students individually to utter /a/.
- Display the following charts on the writing board.



3. Tell the students “ant” by pointing at the picture of ant on the chart. Repeat saying /a/ a few times with the whole class. Now ask 5-6 students individually to utter/a/.
4. Write “A” and “a” on the writing board..

Activity 1:

13 Minutes

1. Ask students to name a few objects/things from the classroom environment.
2. Display a picture on the board and ask students to name the things they see in the picture. You can also draw the following picture on a chart, colour it and display it for all students to see and describe:



3. Tell them to use phrases like:
 - ◇ There is a..... in the picture.
 - ◇ There are..... in the picture.
4. Ask students to work in pairs and write a few sentences to describe the objects/ things seen in the picture. Tell them they can use the phrases practised above.
5. As the pairs work, move around and provide the necessary support.
6. Once they have completed the task, invite 2 – 3 pairs to share their work with the whole class.
7. Appreciate students for their active participation in the activity.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today, we have learnt to name and describe some common objects in a picture.



ASSESSMENT

3 MINUTES

1. Point to a few objects in the classroom and ask students to name them.
2. Next, ask students to write one or two words to describe those objects.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a list of objects they have in their school bags.
2. Throughout the year, continuously guide and assess students' abilities to name and describe common objects.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

TRACING FAMILIAR WORDS



STUDENT LEARNING OUTCOMES

- Trace and copy familiar words learnt in class..

INFORMATION FOR TEACHERS

- Tracing refines the pre-writing skills and lays a base for writing.
- Make sure that every child can hold the pencil correctly.
- Tracing activity may be conducted frequently in the class for the early grades.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, notebooks, pencils, etc.



INTRODUCTION

5 MINUTES

- Begin the class with greetings.
- Ask students to stretch their hands and arms
- Ask them to draw a wavy line, a straight line, and a zigzag line to control the pencil.
- Provide help if needed.
- Ask students to tell some familiar words.
- Write these words on the writing board.
- Now tell them we are going to trace and copy some of these familiar words.



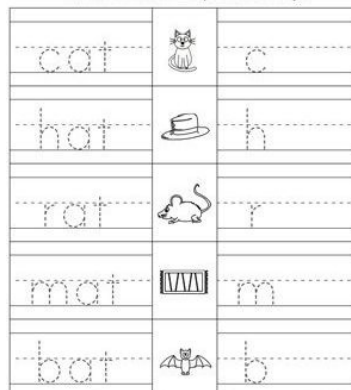
DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Distribute photocopies of the following worksheet to students and ask them to trace the words:



(Note: If you do not have the facility for getting photocopies, you can prepare students' notebooks beforehand by writing these words in dotted lines on their notebooks. Moreover, find tracing worksheets given in the textbook and use them for this lesson).

2. Help the students out during this activity, if they find any sort of difficulty.

Activity 2:

10 Minutes

1. Ask students to copy the same words in their notebooks.
2. Monitor this activity and help students if needed.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students: Today we have learnt to trace and copy a few familiar words. Tracing helps to learn writing skills.
2. In copying, we produce our own words by looking at already written words.



ASSESSMENT

3 MINUTES

1. Ask students to copy the following words in their notebooks:
boy, sit, dog, ball, doll.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to copy at least ten familiar words from the textbook in their notebooks as a home assignment.
2. Assign students to do the relevant activities/ exercises from their textbook as homework..

MISSING LETTERS



STUDENT LEARNING OUTCOMES

- Provide the missing letters in a simple one/two-syllable word.

INFORMATION FOR TEACHERS

- Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
- Syllables help us pronounce and spell words by breaking them into smaller chunks.
- One-syllable words cannot be broken into parts. They are pronounced as a single unit.
- Exp: cat, ant, bird, dog, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, A4 size papers cut into four pieces, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students to name some objects from the classroom.
- Write the names of the objects on the writing board. (Try to choose one/two-syllable words). Exp: pen, pencil, desk, window, etc.
- Read aloud these words and ask students to repeat after you.
- Now, delete a letter or two from a word.
- Ask students to help you re-write the word with correct spellings by providing the missing letters.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

- Write a word on a piece of paper and show it to the class.
Exp: 'book'
- Read aloud the word and ask students to look at the word.
- Cover the word when all the students have seen it.
- Now, show them another piece of paper with the same word written on it but with a missing letter.
Exp: 'bo__k'.

5. Distribute pieces of blank paper among students or ask them to open a blank page from their notebooks.
6. Ask them to write the complete word on the piece of paper by recalling their memory.
7. Again, show students the complete word and ask them to check if their spelling is correct.
8. Repeat this activity until the students are able to provide the missing letter correctly.
9. Do it for a few more words.



CONCLUSION / SUM UP

3 MINUTES





1. Tell students that we have learnt how to write missing letters to complete a word with correct spelling.



ASSESSMENT

5 MINUTES

1. Display a chart of classroom objects and their names (with missing letters) and ask students to complete the name of each object by writing the missing letters.

	ch__ir
	fa__
	__ag
	b__n



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to complete the missing letter activity in the textbook.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

NUMBERS IN WORDS



STUDENT LEARNING OUTCOMES

- Recognize the different categories of some numbers in words.

INFORMATION FOR TEACHERS

- The song in this lesson, "The Numbers Song", is great to use when you are teaching numbers and counting, but it can also be used as a fun warm-up or played at any point in the lesson. Students usually love rhymes and songs and enjoy them in class.
- While teaching the lesson, the teacher should consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects with numbers from 1-10 in words, a chart with "The Numbers Song."



INTRODUCTION

8 MINUTES

- Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. **(Expected response:** "Wa'alaik-um-Assalam /Good Morning"). Ensure that the students respond to the greeting.
- Ask students, "How many eyes do you have?"
- Ask students how many legs a dog has.
- Display the chart of "The Numbers Song" on the board so that all students can see it easily:

"The Numbers Song"

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Jump!

Turn around and clap your hands

And jump!

1 – 2 – 3 – 4 – 5 Kick!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands

And kick!

1 – 2 – 3 – 4 – 5 Wiggle!

6 – 7 – 8 – 9 – 10 Wiggle!

Turn around and clap your hands

And wiggle!

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands

And Jump!

Kick!

Wiggle!

And Jump!

(Source: <https://www.eslkidstuff.com/>)

5. Sing this song with the class. Get everyone to stand up and march along and do the actions. Make sure you do the actions with students so that they can follow you and copy what you are doing.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write numbers from 1 to 10 in words (To be started when students learn one-syllable words).
2. Show a chart having 1-10 objects with numbers in words.
3. Ask students to count the objects and help them read the number in words.
4. Ask students to copy the numbers in words.
5. Ask students to learn the spelling and write the numbers in words.
6. Show pictures with different numbers of objects; ask students to write correct numbers in words.
7. Display a number chart in the class with animals' pictures.

Activity 2:**10 Minutes**

1. Ask students to move around in the classroom, look outside the classroom, and tell a partner what things/ objects/ persons they have seen.

**CONCLUSION / SUM UP****2 MINUTES**

1. Tell the students that today, we have learnt to write numbers 1 – 10 in words.

**ASSESSMENT****3 MINUTES**

Ask students the following questions orally:

1. *How many fingers do you have in one hand?*
2. *How many fingers do you have in both hands?*

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to write the numbers 1 –10 in words in their notebooks.
2. Throughout the year, continuously ask the students to count different objects in the classroom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

MATCHING NAMING WORDS WITH PICTURES



STUDENT LEARNING OUTCOMES

- Recall and match common naming words with pictures from the immediate environment.

INFORMATION FOR TEACHERS

- A noun is a word that represents a person, place, or thing. Everything we can see or talk about is represented by a word. That word is called a “noun.” You might find it useful to think of a noun as a “naming word.”
- Often a noun is a name for something we can touch (e.g., “lion,” “cake,” “computer”), but sometimes a noun names something we cannot touch (e.g., “bravery,” “mile,” “joy”).
- This lesson can be made interesting for students by showing real objects to them. In some cases, you may show pictures of objects. But students can be better engaged if you walk into the classroom with a big basket having some toys, fruits, and vegetables.
- While teaching the lesson, also consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class with greetings.
- Write the following questions on the writing board.
 - What is your Name?
 - Can you name the object you are sitting on?
 - Where are you at the moment?
 - What is inside your bag?
- Ask students the questions written on the writing board and note down their responses. (Expected answer: one-word answer – a noun)
- Now announce to them that everything has got a name and that name is called a noun or a naming word.



DEVELOPMENT

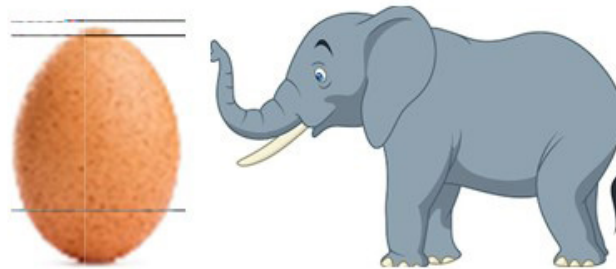
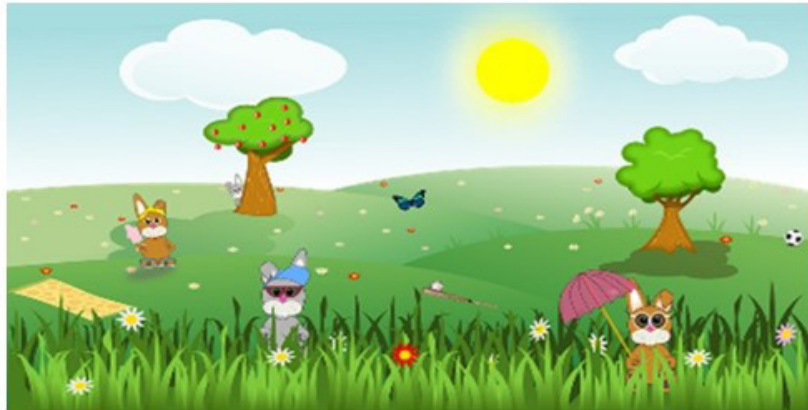
20 MINUTES

Activity 1:

10 Minutes

- Ask students to recall the last activity and describe what ‘naming words’ are. Refer to their own names.

2. Tell them that just like they have names, animals, things, and places have names too.
3. Draw/display the following pictures on the writing board.



4. Ask students to name the objects shown in the pictures. (Students might say park, egg, elephant or they might say some Urdu words. Don't discourage them but encourage them to think of English words). Give them clues so that they may come up with as many responses as possible.
5. Ask students to first share the names of things from the pictures in pairs.
6. Then, allow 3 – 4 students to share the names of a few things with the whole class.
7. If a student tells an incorrect word, make indirect correction by saying, "Good, so you mean _____ (correct word)."
8. Tell students that everything has a name to help us recognize it and differentiate it from others.
9. Display a chart with pictures of a bulb, cake, cup, car, desk, jug, lamp, mug, pen, pencil, van, etc. These are mostly names of things that are the same in English as well as in Urdu. You can bring some of these objects to class too, such as a cup and a bulb, pen, and pencil.
10. Tell students again that everything has a name so that we can recognize it and differentiate it from others, therefore the name that we give to an object is called a naming word.

Activity 2:

10 Minutes

1. Draw a plant/tree, a desk, a chair, a fan, and a lunch box on the writing board and ask the students to match the objects with the same in immediate surroundings. When they have done so, ask them to name these things.
2. Collect their response and write the names of the objects on the writing board.
3. Also, ask for students' names and their friends' names.
4. Ask them to name a few more things from their surroundings, e.g., point to the writing board, marker/ chalk, duster, window, door, clock, bell, etc, and ask students to name the objects.
5. Ask students to share if they have any pets or other animals at home. As they share, write a few names on the board.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt that people, places, animals, and things have particular names and they can be grouped accordingly.



ASSESSMENT

5 MINUTES

1. Ask students to quickly identify a few more naming words from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to quickly identify a few more naming words from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.

SUBSTITUTION WORDS (PRONOUNS)



STUDENT LEARNING OUTCOMES

- Recognize and use substitution words me, you, him, her, us, them, I, you, he, she, we, they, it.

INFORMATION FOR TEACHERS

- Make use of physical responses like pointing to self, person speaking to and or sitting / standing away.
- Give examples of sentences using common names of persons and things present in class room and then replace it with substitution words e.g.:
 - I like Ahmad.
 - I like him.
 - Aslam likes English.
 - He likes English.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



INTRODUCTION

5 MINUTES

- Revise with students about action words and naming words e.g.
- What is an action word?
(play, write, run)
What is a naming word?
(Ali, Chair, School)
- Tell the students that today we will learn about the substitution words called pronouns.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

- Write a few simple sentences on the board.
- Make sure to use complete names of objects and persons and use both singular and plural names.

Sentences:

- ◇ Ali likes Ice-cream
- ◇ Aliq is a girl.
- ◇ Picture is beautiful.
- ◇ Saba and Sara are friends.
- ◇ Father brought apples.
- ◇ Mother cooks meal.

3. Now underline the naming words involving students.

4. Invite students to replace the underlined naming words with the words given in the box below:

I, you, he, she, they, it

Sentences:

- i. I likes it
- ii. She is a girl.
- iii. It is beautiful.
- iv. They are friends.
- v. He brought apples.
- vi. She cooks meal.

5. Now ask students which words are replaced by new words.

6. Provide feedback to the students that the replacing words (I, you, he, she, they, it) are called pronouns.

Activity 2:

10 Minutes

The teacher will:



1. Display a picture of a garden, wherein a girl (Sara), her brother (Ahmad), her father (Mr. Aslam) and her mother (Mrs. Aslam) are shown doing different tasks.
2. Ask students to identify the names of the persons in the picture. e.g.
3. (Mr. Aslam, Ahmad, Sara) etc.
4. Now ask students to name the action words in the picture e.g.
5. (Plucking, cleaning, watering) etc.
6. Then ask students few questions about the picture. e.g.
7. Q: (What is Ali doing? Ans: Ali is watering plants).
8. Underline the proper name "Ali" in the sentence. Ask students with which word we can replace the proper noun, Ali.
9. Write students' responses on the board.
10. Replace the proper noun Ali with correct response.
11. (Ali is watering plants).
12. (He is watering plants).
13. Repeat similar question asking about other naming words, shown in the picture. e.g.
14. What is Mr. Aslam doing?



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt about substitution words called pronouns.
2. A pronoun is a word that can be used instead of a noun.



ASSESSMENT

5 MINUTES

1. Write few simple sentences on board and ask students to copy it on their notebooks.
2. Ask students to identify pronouns in these sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice substitution words (me, you, him, her, us, them) at home.
2. Ask some students to share their work when they come to the class next time.
3. Hang punctuation marks' cards in the class.
4. Assign students to do the relevant activities/ exercises from their textbook as homework..

SENTENCES WITH CAPITALISATION/PUNCTUATION



STUDENT LEARNING OUTCOMES

- Trace/copy simple sentences leaving spaces between words using correct capitalization, punctuation and spelling.
- Apply capitalization to the initial letter of the first word of a sentence.
- Write name and phone number.

INFORMATION FOR TEACHERS

1. Sentence is key to conversation. Practice of simple construction of subject, verb, object should be given to students.
2. Its importance should also be highlight to the students.
3. Ensure that students can trace/copy simple sentence with correct spellings.
4. While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



INTRODUCTION

5 MINUTES

1. Tell students it is important to write legibly for conveying a message.
2. There are certain rules which should be followed to convey our writing message to other.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following letters (jumbled form) on the writing board.

Ispeaktoahamd

2. Ask few students, try to read it, what is written on the writing board.
3. Note their responses on the writing board putting space,, where students pause e.g.

I speak to ahamd

4. Tell them it is difficult to read and recognize words if they are written without leaving proper spaces between them.
5. Now rewrite the above letters (words) putting proper spaces between them.

I speak to ahamd

(don't capitalize or punctuate it)

1. Explain students that we can only copy/write simple sentences if proper spaces are inserted between words.

Activity 2:

10 Minutes

1. Write the following sentence on the writing board learnt earlier.

I speak to ahamd

2. Invite students to look for point out any mistakes in the sentence.
3. Probably few students identify capitalization mistakes, appreciate them if they do so.
4. Now explain students that besides leaving proper spaces between words, sentence should be written by capitalization certain letters.
5. Invite few students to write some simple sentences on the writing board they learnt earlier.
6. Encircle capitalization/punctuation mistakes (if any) on the board.
 - ◇ Each sentence begins with a capital letter.
 - ◇ Always capitalize the pronoun / letter (i) anywhere it appears separately in a sentence.
 - ◇ Always capitalize the initial letter of a proper noun.
7. Now make punctuation corrections to the sentences written on the board e.g.
8. To reinforce the concept,, ask the students to write a sentence using their name and phone number.
9. Ensure that the students leave space between words and use correct capitalization .



CONCLUSION / SUM UP

3 MINUTES

Tell the students that today we have learnt to:

1. Why it is necessary to learn spaces between words while writing/copying.
2. We also learnt to capitalize the intail letter of a sentence.



ASSESSMENT

5 MINUTES

1. Ask students to spell some commonly used words e.g. speak, run,, talk, tell, good etc.
2. Which words are capitalize in writing / copying?
3. Ask the students to write their name and phone number on their notebooks.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Copy few simple sentences according to capitalization rules in your notebook.
2. Hang "punctuation mark" cards iin the class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

WRITING ONE-SYLLABLE WORDS



STUDENT LEARNING OUTCOMES

- Copy and write simple one-syllable words with correct spelling. Leave regular spaces between words.

INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pen-cil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask students the meanings of the words during each activity which provides an opportunity to involve students. Whenever possible, bring the objects or at least pictures of different things mentioned to class so that the students learn the vocabulary.
4. Use some of the words in sentences. When you use the word 'run', ask them, 'Do you like to run in the playground? or, 'Can you run fast?' etc.
5. Tell the students that when we make certain sounds for which we don't join our teeth or lips or close our mouth, those are called vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



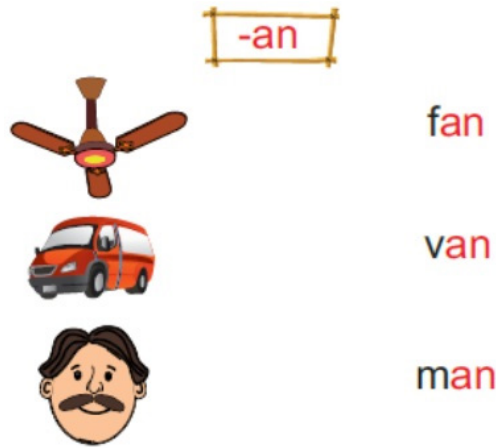
INTRODUCTION

5 MINUTES

1. Begin the class by greeting students.
2. Say "How are you?" to students and make sure that students reply, "We are fine, thank you." Or "Fine, thanks." Or "Fine, thank you."
3. Write "b" on the writing board and ask the students how to pronounce it. Seek answers from students. Repeat this practice with more letters like f, g, m, r, etc., and make sure that the students can pronounce them correctly.
4. Draw a picture of a "fan" on the writing board and ask students its name. If nobody can respond, tell them it is a "fan". Repeat the word "fan" with all students. Invite a few students to say it aloud for the whole class.

**Activity 1:****10 Minutes**

1. Draw/display a picture of a “van” on the writing board, point to it, and ask students its name. If nobody can respond, tell them it is a “van”. Repeat the word “van” with all students. Invite a few students individually to repeat it.



2. Draw/display a picture of a “man” on the writing board and repeat the above-mentioned steps.
3. Ask the students if “man”, “van” and “fan” are beginning with the same letter sound? (Expected response: No)
4. Say m/an, v/an, and f/an in exaggerated style and ask students to repeat.
5. Ask students what is common in man, van, and fan. (Expected response: the “an” sound at the end of the three words is common).
6. Ask students to write ‘_an’ in their notebooks. Then, add an ‘m’ to it and write ‘man’. Next, add a ‘v’ to it and write ‘van’. Repeat this process for a few more one-syllable words.

Activity 2:**13 Minutes**

7. Write the following on the board and ask students to find and circle the one syllable word with correct spellings.

c	a	t	m	Key:
s	p	a	n	Cat
z	l	u	b	Pan
k	x	f	a	One
o	n	e	g	Bag
q	t	a	p	Tap

8. Arrange the jumbled letters to make one-syllable words.

c	p	a	Key:
a	m	n	Cap
n	f	a	Man
n	v	a	Fan
t	a	h	Van
			Hat



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today we have learnt to copy and write simple one-syllable words.



ASSESSMENT

3 MINUTES

1. Use the above activities as a formative assessment to assess the students' performance.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice tracing/copying one-syllable words several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write one-syllable words.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

IDENTIFICATION OF COMMON SIGHT WORDS AND CONSONANT DIGRAPHS



STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

INFORMATION FOR TEACHERS

1. A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs sh, ch, wh and th represent unique sounds that are not usually associated with any individual letters of the alphabet.
2. Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.
3. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The teacher will:

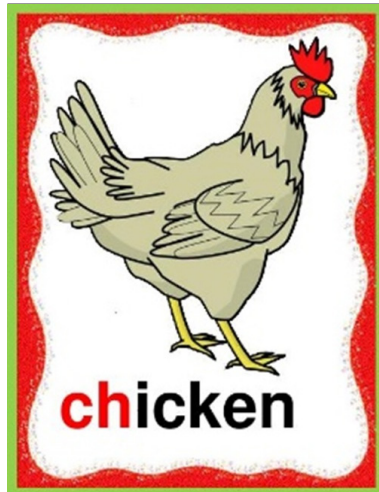
1. Begin the class by saying "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you." to that.
3. Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ē/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /ī/, /h/, /j/, /ū/, /w/, /v/, /g/, /y/, /x/, /z/, /q/.
4. Ask the students what sound they hear at the beginning of the word "zoo" (emphasize on the initial sound). Seek answers from the students. The teacher will say "zoo". Repeat the word "zoo" with all the students.
5. Ask what sound they hear at the beginning of the word "cat". DO NOT WRITE the words. Also ask the students for the beginning sounds for 'kid', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish'.
6. Tell the students that we have learnt about words that have the same sound in initial position, today, we are going to learn about some special pairs of letters called digraphs. A digraph is two letters that make just one sound.

**Activity 1:****10 Minutes****The teacher will:**

1. Draw/display picture of a “chair” on the board (or display a chart) and point out to the picture of “chair” and ask what it is? Seek answers from the students.
2. Tell the students it is a “chair” (emphasizing on the initial sound /ch/). Repeat the word “chair” with all the students. Invite few students to repeat.
3. Write the word “chair” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see ‘ch’ together in a word, they stand for a new sound.
4. Underline the two letters “ch” to remind students that the two letters together make ONE sound. The digraph “ch” makes the /ch/ sound.
5. Ask the students to listen, /ch/. Repeat the word “chair” with all the students. Invite few students to repeat.
6. Instruct the students DO NOT sound out the “c” and “h” separately. ALWAYS sound out “ch” as /ch/ – ONE SOUND!

**Activity 2:****10 Minutes****The teacher will:**

1. Draw/display picture of a “chicken” on the board (or display a chart) and point to the picture of “chicken” and ask about it. Seek answers from the students. Tell the students that it is a “chicken” (emphasizing on the initial sound /ch/). Repeat the word “chicken” with all the students. Invite few students to repeat.
2. Write the word “chicken” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see ‘ch’ together in a word, they stand for a new sound.
3. Underline the two letters “ch” to remind students that the two letters together make ONE sound. The digraph “ch” makes the /ch/ sound.
4. Ask the students to listen, /ch/. Repeat the word “chicken” with all the students. Invite few students individually to repeat.
5. Instruct the students DO NOT sound out the “c” and “h” separately. ALWAYS sound out “ch” as /ch/ – ONE SOUND!



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to pronounce the consonant digraph /ch/



ASSESSMENT

4 MINUTES

1. Take the flashcard for the digraph 'ch' and at least ten other random letters (or write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only two minutes for this activity.
2. Say the sound for the digraph 'ch'. Ask students to raise their hands if they can say the first sound in 'chip', 'chair', 'chop'. Remind them that two letters make one sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words chip, chicken and chair and ask the students to practice tracing/copying "ch" words several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write /ch/ digraphs.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



PERIOD 2 / 35 MIN



STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

INFORMATION FOR TEACHERS

1. A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs 'sh', 'ch', 'wh' and 'th' represent unique sounds that are not usually associated with any individual letters of the alphabet.
2. While teaching the lesson, the teacher should also consult the textbook at all steps.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Aliakum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you."
3. Review sounds already taught: /ch/
4. Ask the students what sound they hear at the beginning of the word "chin" (emphasize on the initial sound). Seek answers. Tell students that it is "chin". Repeat the word "chin" with all the students.
5. Ask what sound they hear at the beginning of the word "chat". DO NOT WRITE the words.
6. Tell the students that we have learnt about /ch/ sound in initial position, today, we are going to learn about /sh/ digraphs. A digraph is two letters that make just one sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Draw/display picture of a "shirt" on the board (or display a chart) and point out to the picture of "shirt" and ask about it. Seek answers from the students. Tell the students it is a "shirt" (emphasizing on the initial sound /sh/). Repeat the word "shirt" with all the students. Invite few students to repeat.
2. Write the word "shirt" on the board and will tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see "sh" together in a word, they stand for a new sound.
3. Underline the two letters "sh" to remind students that the two letters together make ONE sound. The digraph "sh" makes the /sh/ sound.
4. Ask the students to listen, /sh/. Repeat the word "shirt" with all the students. Call five to six

students individually to repeat.

5. Instruct the students DO NOT sound out the “s” and “h” separately. ALWAYS sound out “sh” as /sh/ – ONE SOUND!



Activity 2:

10 Minutes

The teacher will:

1. Draw/display a picture of a “sheep” on the board (or display a chart) and point out to the picture of “sheep” and ask about it. Seek answers from the students. Tell the students it is a “sheep” (emphasizing on the initial sound /sh/). Repeat the word “sheep” with all the students. Invite few students to repeat.
2. Write the word “sheep” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see ‘sh’ together in a word, they stand for a new sound.
3. Underline the two letters “sh” to remind students that the two letters together make ONE sound. The digraph “sh” makes the /sh/ sound.
4. Ask the students to listen, /sh/. Repeat the word “sheep” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “s” and “h” separately. ALWAYS sound out “sh” as /sh/ – ONE SOUND!



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to pronounce the consonant digraph /sh/.



ASSESSMENT

4 MINUTES

1. Take the flashcard for the digraph ‘sh’ and at least ten other random letters (or write the letters on the board). Quickly point to one at a time and ask students to raise their hands if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the sound for the digraph ‘sh’: /sh/. Ask students to raise their hands if they can say the first sound in ‘ship’, ‘shop’, ‘shine’. Remind them that two letters make one sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words shirt, sheep and ship, ask the students to practice tracing/copying “sh” words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write /sh/ digraphs.
3. Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities

that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.

4. Assign students to do the relevant activities/ exercises from their textbook as homework.



PERIOD 3 / 35 MIN



STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

INFORMATION FOR TEACHERS

1. A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs sh, ch, wh and th represent unique sounds that are not usually associated with any individual letters of the alphabet.
2. Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.
3. While teaching the lesson, the teacher should also consult the textbook at all steps.



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, and flashcards of alphabets.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by saying “Good morning/Assalam-o-Alaikum” to the students and the students will answer the greeting by saying “Good morning/Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
2. Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
3. Review sounds already taught: /ch/ and /sh/
4. Ask the students what sound they hear at the beginning of the word “chin” (emphasize on the initial sound). Seek answers from the students. Tell the students “chin”. Repeat the word “chin” with all the students.
5. Ask what sound they hear at the beginning of the word “shoes”. DO NOT WRITE the words.
6. Tell the students that we have learnt about /sh/ sound in initial position, today, we are going to learn about /th/ and /wh/ digraphs. A digraph is two letters that make just one sound.

**Activity 1:****10 Minutes****The teacher will:**

1. Draw/display picture of a “thumb” on the board (or display a chart) and point to the picture of “thumb” on the board and ask about it. Seek answers from the students. Tell the students it is a “thumb” (emphasizing on the initial sound /th/). Repeat the word “thumb” with all the students. Invite few students to repeat.
2. Write the word “thumb” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see “th” together in a word, they stand for a new sound.
3. Underline the two letters “th” to remind students that the two letters together make ONE sound. The digraph “th” makes the /th/ sound.
4. Ask the students to listen, /th/. Repeat the word “thumb” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “t” and “h” separately. ALWAYS sound out “th” as /th/ – ONE SOUND!

**Activity 2:****10 Minutes****The teacher will:**

1. Write the word “what” on the board (or display a chart) and point out to the word “what” on the board and ask about it. Seek answers from the students. Tell the students it is a “what” (emphasizing on the initial sound /wh/). Repeat the word “what” with all the students. Invite few students to repeat.
2. Write the word “what” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see ‘wh’ together in a word, they stand for a new sound.
3. Underline the two letters “wh” to remind students that the two letters together make ONE sound. The digraph “wh” makes the /wh/ sound.
4. Ask the students to listen, /wh/. Repeat the word “what” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “w” and “h” separately. ALWAYS sound out “wh” as /wh/ – ONE SOUND!





CONCLUSION / SUM UP

4 MINUTES

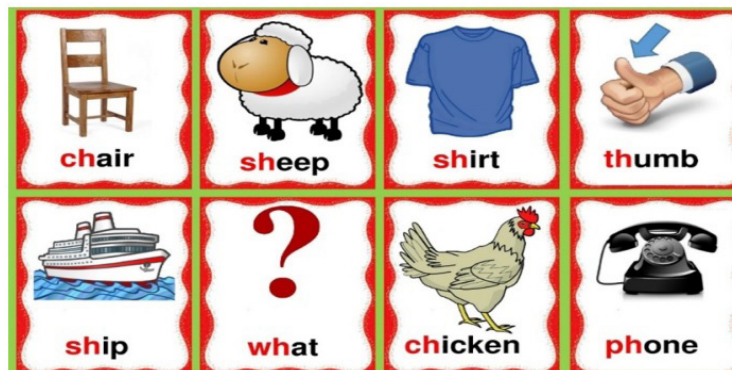
1. Tell the students that today, we have learnt to pronounce the consonant digraph /th/ and /wh/.



ASSESSMENT

4 MINUTES

1. Take the flash card for the digraph 'th' and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Display the chart on the board and ask students randomly to name the sounds of the words. Remind them that two letters make one sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words thing, whale, what and thick, ask the students to practice tracing/copying "th" and "wh" words several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write /th/ and /wh/ digraphs.
3. Make little sentences to help them have fun with digraphs, such as:
 - ♦ Why is a photo funny? Ask them to read the sentence aloud and point out the digraphs in it.
4. Other possible sentences can be:
 - ♦ A sheep should not use the phone.
 - ♦ Why are these shoes on the chair? (You can actually put shoes on your chair when you do this sentence).
 - ♦ A cat went to the shoe-shop.
5. Assign students to do the relevant activities/ exercises from their textbook as homework."

COMMUNICATION SKILL (ORAL AND WRITTEN)



STUDENT LEARNING OUTCOMES

- Articulate, recognize and use some formulaic expressions to exchange basic routine greetings.

INFORMATION FOR TEACHERS

- Teaching students to greet people politely is one of the first steps to gradually and firmly establish idea of good manners in student's mind. It also sets a foundation for good communication skills in the future. Starting the class by greeting your students at the door helps set a positive tone for the rest of the day, when greeting students at the classroom door:
 - Say the student's name
 - Make eye contact
 - Use a friendly nonverbal greeting, such as a handshake
 - Give a few words of encouragement
 - Ask how the day is going
- Provide phrases for students to learn, practice and reproduce appropriately while teaching the students greetings and courtesies. However, give them multiple options, for example "Assalam-o-Alaikum" "Good morning", "Good evening", "Good afternoon", "Good night", "Allah Hafiz" and "Good bye".
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop the student's interpersonal skills.
- Greeting each other is not a one-time activity, it is routine. Be an example to the students, model the correct way to use greetings for the students. Greet the students when you meet them and use appropriate parting comments when you leave.
- Formulaic expression is a linguistic term for verbal expressions that are fixed in form, often non-literal in meaning with attitudinal tones, and closely related to communicative skills. A wide range of formulaic expressions are used daily. These may consist of a single word or of several words acting as a unit. Here are some examples:

bye	goodbye	hello	hi	excuse me	thanks
thank you	sorry	pardon	thanks a lot	good morning	farewell
Asalam-o-Alaikum		Walaik-um-Asalam		Allah hafiz	Good day

- Articulation is the act of expressing something in a clear verbal form. To articulate is to say something very clearly, so that each word or syllable can be heard.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Greeting charts.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students by saying “Assalam-o-Alaikum”, “Hello” or “Good morning”. Appreciate those students who respond to the greeting.
2. Ask the students, “When you wake-up in the morning and see your mother/father/sister, what do you say?”
3. Tell the students that we say “Assalam-o- Alaikum” or “Good morning”. Emphasize to say the greeting with love and happiness since it will set a positive tone for the rest of the day..



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Tell the students that when you meet someone they often ask “How are you?”
2. Ask the students to repeat after him/her “How are you?” (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Repeat the sentence 6-7 times.
3. Now tell the students that when someone says “How are you?” we say “I am fine, thank you.”
4. Ask the students to repeat after him/her “I am fine, thank you.” (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Repeat the sentence 6-7 times.

Role Play:

1. Call a student to come in front of the class for role-play. The teacher will say “Good morning” to the student. Ensure that the student responds by saying “Good morning”.
2. Ask the student “How are you?” the student responds by saying “I am fine, thank you”.
3. Make eye contact with the student while greeting him/her and encourage the student to look at the teacher directly when they reply.
4. Tell the students that when you talk to someone, it is polite to pay to them attention and make eye contact with them.
5. Repeat the activity 5-6 times with other students of the class.
6. Display the basic routine greeting chart in class and ask the students to observe formulaic expressions in speech bubbles.



Activity 2:**10 Minutes**

1. Tell the students that when we part/leave we say “Allah Hafiz” or “Good Bye” as parting greeting.
2. Ask the students to repeat after him/her “Good bye” (Articulate the greeting with proper pause so that the students hear and understand each word correctly). Repeat “good bye” 6-7 times.
3. Tell the students that they should say the parting greeting when they leave the house. Encourage the students to use this greeting with each other at home.
4. Tell them to say “Allah Hafiz” or “Good bye” at the end of the day/class (say it cheerfully and by making eye contact).
5. Display the basic routine greeting chart in class and ask the students to observe formulaic expressions in speech bubbles.

**CONCLUSION / SUM UP****4 MINUTES**

1. Tell the students that today, we have learnt how to articulate and use some basic routine greetings use some basic routine greetings in your daily convention.

**ASSESSMENT****3 MINUTES**

1. Informally assess students' abilities to exchange basic routine greetings during activities.

**HOMEWORK / FOLLOW UP****3 MINUTES**

1. Ask the students to exchange basic routine greeting with their siblings at home several times.
2. Throughout the year, continuously guide and assess students' abilities to exchange basic routine greetings. Make it routine to greet students yourself and encourage them to respond.
3. Use different common phrases and formulaic expressions each time you practice greeting, like “I am feeling great”, “I am very happy this morning”, “I am feeling sad today”, “I am feeling lazy today”, “I am good” etc.
4. Encourage the students to make individual responses, giving them the vocabulary they need as they go along.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

READING AND RECITING POEMS



STUDENT LEARNING OUTCOMES

- Recite short poems or nursery rhymes with actions.
- Respond to the text (post-reading) to express likes/dislikes about a poem.
- Demonstrate the use of common conventions and dynamics of oral interactions in a group to recite poems

INFORMATION FOR TEACHERS

1. Be prepared to be a child with students. Sing to them, perform the actions and try to involve them in actions.
2. Learning anything requires patience. Nursery rhymes should be fun, not a boring activity.
3. Try your best to rhyme and sing in a way that students could feel and enjoy the poem such as "Cobbler Cobbler.....", "The Wheels on the Bus"
4. Select poems that are short and understandable for students with good musical effects.
5. Select poems that are culturally suitable and do not contradict moral/ethical values.
6. While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters or audio/video recordings of poems (if available), board, charts of poems, textbook.



INTRODUCTION

5 MINUTES

1. Ask a few students to recite their favourite nursery rhymes with actions.
2. Tell students that today we are going to recite a poem with actions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Play or paste a chart of the given poem on the writing board.
2. Recite the poem twice with actions to students with appropriate rhyme and rhythm and using a stress and pause (intonation patterns).
3. Exaggerate your expressions and actions so that students' involvement is enhanced.

THE WHEELS ON THE BUS

The wheels on the bus go round and round

Round and round

Round and round

The wheels on the bus go round and round

All 'round the town

The wipers on the bus go swish, swish, swish
 Swish, swish, swish
 Swish, swish, swish
 The wipers on the bus go swish, swish, swish
 All 'round the town
 The driver on the bus goes 'move on the back'
 Move on back
 Move on back
 The driver on the bus goes 'move on the back'
 All 'round the town
 The people on the bus go up and down
 Up and down
 Up and down
 The people on the bus go up and down
 All 'round the town
 The horn on the bus goes beep, beep, beep
 Beep, beep, beep
 Beep, beep, beep
 The horn on the bus goes beep, beep, beep
 All 'round the town

Note: The audio recording of the poem can be downloaded from the link:
<https://www.lyrics.com/lyric/3100409/Ken+Whiteley/Wheels+on+the+Bus+Lyrics>

Activity 2:

10 Minutes

1. Ask students to join you in reciting the poem with actions with appropriate rhyme and rhythm and intonation patterns.
2. Then, ask students to work in pairs or small groups to recite the poem with actions, rhyme and rhythm, and intonation patterns in front of the class.
3. Observe and help those students who are struggling.
4. Ask the following questions:
 - ♦ How do the wheels of the bus move?
 - ♦ Which sound (s) mentioned in the poem you like the most?
 - ♦ Do you like/dislike the poem "The Wheels on the Bus"?



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt to recite a poem with actions and also express our likes and dislikes about it.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to recite the poem with actions during the above activities. 55th, 73rd, 82nd, 91st



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice reciting the poem several times at their homes.
2. The first key to teaching a nursery rhyme is to expose them to it, a lot, hence, singing nursery rhymes should be an ongoing activity throughout the term.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

INDIVIDUAL SOUNDS



STUDENT LEARNING OUTCOMES

- Recognise and produce individual sounds, and blend the individual.

INFORMATION FOR TEACHERS

- Individual sounds are the smallest units of a spoken language.
- These are also known as phonemes, they combine to form syllables and eventually words.
- When we blend the individual sounds, they form words and thus language.
- This can be done by showing children some letters written on a piece of paper (one letter on one piece of paper); by pointing to each letter utter its sound loud. Ask students to repeat after you.
- Then show the letter to students to recognize it and they will utter its sounds.
- Combine the letters and demonstrate how they form a word.
- Blending can also be demonstrated by tapping out sounds on fingers.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, marker, paper, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the lesson with greetings.
- Sing the ABC song with students for warm-up.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

Individual sounds

- Using a 'letter-sound-keyword' approach, make students practice by showing letters either written on the writing board or a chart and then utter their sounds aloud while students repeat after you each time.

A	a	aa	Ant
B	b	buh	Bat

C	c	kuc	Cat
D	d	duh	Dog
E	e	eh	Egg
F	f	fuh	Fan
G	g	guh	Get
H	h	huh	Hen
I	i	ee	Sit
J	j	juh	Jug

Activity 2:

10 Minutes

Blending the Individual Sound

- Show the letters on a piece of paper or the writing board along with pictures drawn on it.
 - ◇ B Buh b-a-g
 - ◇ C Kuh c-u-p
 - ◇ H Huh h-a-t
- In the beginning, say the individual sounds aloud once, then blend them for the second time but still focusing on the individual sounds for their recognition. For example, say /b/ and touch your index finger with the thumb and show it to students, then say /a/ and touch the middle finger with your thumb, then say /t/ and touch your ring finger with your thumb. Finally, slide your thumb on these fingers starting from the index finger and slowly say the word 'bat'. It would sound like /bbbbaattt/. Then, say it at normal speed and ask students to repeat it. Do this practice with students for a few more words. Here's another way of blending the individual sounds:

◇ C-a-t		= Cat
◇ Ca-t		



CONCLUSION / SUM UP

3 MINUTES

- Review the key points of the lesson with the class and give them a few more examples, e.g., c-a-p, m-a-n, d-o-g.



ASSESSMENT

5 MINUTES

- Show pictures of a few animals or objects from the textbook, for example hen, hat, cat, fan, bat, and ask students to say the individual sounds then blend it into a word.
- Ask questions like:
 - ◇ What is the beginning sound of _____.
(showing picture of a bat, drawn on writing board)
 - ◇ How many sounds are there in 'bat'?
 - ◇ What is the ending sound of 'bat'?
- Ask students to repeat the whole word by looking at the pictures one by one and wait for their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to practice individual sounds of their names at home.
- Ask students to select a few three-letter words from their textbook, identify their individual sounds, and practice blending those sounds to make words
- Assign students to do the relevant activities/ exercises from their textbook as homework.

POETRY RECITATION



STUDENT LEARNING OUTCOMES

- Recite short poems or nursery rhymes with actions.

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Select poems that are short and simple enough for the students to understand.
3. Select poems that:
 - ◇ Do not contradict moral and ethical values.
 - ◇ That do not have to have a moral.
 - ◇ Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
4. Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
5. Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of poem.



INTRODUCTION

5 MINUTES

The teacher will:

1. Ask few students to recite their favorite nursery rhymes with actions.
2. Tell the students that today we are going to recite a poem with action.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

3. Paste a chart of the given poem on the writing board.
4. Recite the given poem a couple of times with actions to the students following rhyme and rhythm and using a stress and pause (Intonation patterns).

BRUSH YOUR TEETH
 Brush your teeth up and down.
 Brush your teeth round and round.
 Brush your teeth from left to right.
 Brush your teeth in the morning and night.
 Brush brush brush.
 Brush brush brush.
 Brush your teeth in the morning and night.
 Brush your teeth to keep them white.
 Brush your teeth so your smile is bright.
 Brush your teeth. It's so much fun.
 Brush your teeth when the day's begun.
 Brush brush brush.
 Brush brush brush.
 Brush your teeth when the day's begun

Note: Seek help from the following link for proper rhyme, rhythm, intonation, pause and stress.
<https://supersimple.com/song/brush-your-teeth/>

Activity 2:

10 Minutes

The teacher will:

1. Ask the students to join you in reciting the poem with actions following rhyme and rhythm and intonation patterns.
2. Then ask the student to come in pairs / groups to recite the poem with actions following rhyme & rhythm and intonation patterns in front of the class.



CONCLUSION / SUM UP

4 MINUTES

1. The teacher will tell the students to recite short poems or nursery rhymes with actions.
2. Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems read aloud in class.



ASSESSMENT

4 MINUTES

1. Informally assess students' ability to recite the poem with actions following rhyme and rhythm and intonation patterns.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice reciting the poem several times at their homes.
2. Continue to give practice to the students by revising the poems regularly.
3. Ask a different child to lead the singing each time.
4. Instruct the child who will lead to use actions in a lively manner. The child may add his/her own actions if he/she likes.
5. Assign students to do the relevant activities/ exercises from their textbook as homework...

Month

3

NAMING AND ACTION WORDS



STUDENT LEARNING OUTCOMES

- Identify naming words and action words.
- Read common naming and action words and match with pictures.

INFORMATION FOR TEACHERS

1. This lesson can be made interesting for students by performing different actions for their practical observation and then giving them opportunities for doing the actions themselves. For example, you can walk, hop, run, laugh, drink, skip, etc. In some cases, you may show pictures of objects.
2. While teaching the lesson, also consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 80 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures showing actions, textbook, etc.



INTRODUCTION

5 MINUTES

1. Begin the class by greeting the students.
2. One by one perform the following actions (e.g., walk/ hop/ jump/skip/sing)
3. As you perform an action, ask students, "What am I doing?"
4. Note their responses on the writing board and explain to them that all the words that show action are called 'action words' or 'verbs'.



DEVELOPMENT

21 MINUTES

Activity 1:

10 Minutes

1. Ask students to observe the classroom and look for any actions taking place at the moment.
2. If students describe these actions in their mother tongue/Urdu, encourage them to think of English words.
For example: reading, writing, talking, moving, etc.
3. Now, ask students, "What do you do first when you get up daily?"
4. Help them with clues/vocabulary so that they come up with as many responses as possible.
5. Repeat the above steps for a few more similar questions, e.g., "What do you do on the weekend/ Eid/ Pakistan Day?", etc.

Activity 2:**11 Minutes**

1. Remind students that every activity we perform is an action and every object has a name. We use action words to describe actions and 'naming words' to name persons, places, things, and animals.
2. Now, refer to the textbook page(s) or display the given pictures on the writing board:

**Apple****Ant****Cake****wash****eat****drink**

3. Ask the students to identify the action words shown in the picture(s).
4. Take their response and reinforce the difference between 'action words' and 'naming words'

**CONCLUSION / SUM UP****3 MINUTES**

Tell students that today we have learnt that:

1. Every activity we perform is an action and every object, person, place, and animal have a name. We use 'action words' to describe actions and 'naming words' to name persons, places, things, and animals.
2. People, places, things, and animals have particular names and they can be grouped accordingly.
3. The action words are called 'verbs' and the naming words are called 'nouns'.

**ASSESSMENT****4 MINUTES**

1. Assign a short text from the textbook and ask students to point out naming and action words in it.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to look for different actions people are doing on the way back home and share with the class the next day.
2. Display a chart of common actions in the classroom.
3. Ask students to think of a few similar or related actions for each word, write them on slips of paper and paste them on the chart.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

CAPITALISATION AND PUNCTUATION



STUDENT LEARNING OUTCOMES

- Trace and write simple sentences leaving spaces between words using correct capitalisation, punctuation, and spelling.

INFORMATION FOR TEACHERS

- A sentence is a key to the conversation. The practice of simple construction of subject, verb, and object should be given to students.
- Tell students it is important to write legibly to convey a message.
- There are certain rules which should be followed in our writing to convey a message to others.
- Help students to trace/copy simple sentences with correct spelling, capitalisation, and punctuation..



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentence without spaces on the board:

ispeaktoahmad

- Ask a few students to read what is written on the writing board.
- Note their responses while reading from the writing board.
- Tell them it is difficult to read and recognise words if they are written without spaces.
- Now, rewrite the above sentences putting proper spaces.

I speak to ahmad

- Tell students that we can only copy/write simple sentences if proper spaces are inserted between words.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following sentence on the writing board learnt earlier:

i speak to ahmad

- Invite students to point out mistakes in the given sentence.
- Probably a few students will identify capitalisation and spelling mistakes, appreciate them if they do so.
- Now, explain to students that besides leaving proper spaces between words, sentences should be written by capitalising certain letters and share the following points:

- ◇ Each sentence begins with a capital letter.
- ◇ Always capitalise the pronoun (I) anywhere it appears in a sentence.
- ◇ Always capitalise the initial letter of a proper noun, for example, Pakistan, Ali, Peshawar.

5. Now, re-write the sentence by applying capitalisation e.g.,

I speak to Ahmad.

Activity 2:

10 Minutes

1. Write the following sentence on the writing board:

I have a pensil

2. Again, challenge students to look for/point out any mistakes in the sentence.

3. If they point out the spelling mistake, appreciate them.

4. Now, write the sentence as follows:

I have pencil

5. Seek students' confirmation by asking if the sentence is correct.

6. If they say 'yes' tell them, still, there is a mistake in the sentence.

7. Challenge them to point it out.

8. If anyone points out the punctuation mistake, give him/her a big hand.

9. Tell students that a full stop is placed at the end of statements (affirmative sentences). It marks the end of a sentence.

10. Repeat the above activity for the interrogative form of the same sentence and help students understand the use of the question mark.



CONCLUSION / SUM UP

3 MINUTES

Review the following key points with students:

1. It is important to leave spaces between words while writing/copying.
2. The first letter of a sentence is always capitalised.
3. A full stop marks the end of a statement.
4. A question mark is used at the end of a question.



ASSESSMENT

5 MINUTES

1. Ask students to spell some commonly used words e.g., speak, run, talk, tell, good, etc.
2. Ask students to write 3 – 4 simple sentences in their notebooks. Remind them of using proper capitalisation, punctuation, and spelling.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write the given sentence on their notebooks correctly:
 - ◇ my name is
 - ◇ i livein peshawar
 - ◇ doyou like this school
2. Display 'Punctuation Marks' cards in the classroom.
3. Ask students to find out 2 examples of using these punctuation marks from their textbooks, write them on slips of paper, and paste them around the relevant cards..

RHYMING WORDS



STUDENT LEARNING OUTCOMES

- Articulate and identify simple rhyming words in the text.

INFORMATION FOR TEACHERS

- Rhyming words are two or more words that have the same or similar ending sound. Some examples of rhyming words are goat, boat, moat, float, and coat.
- Don't translate the poems or force students to fully comprehend them, make reading a poem fun.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, low-cost audio-visual aids, chart of a poem or book of nursery rhymes with illustration, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class by greeting the students.
- Tell students, today we are going to play a "Mirror Twin" game.
- Explain to them that you are going to name your "Mirror Twin" by looking in the mirror.
- Now, display a mirror and invite a volunteer to look himself/herself in the mirror.
- Say his name aloud, for example, 'Ehsan'/'Shabana', and ask the class to name his/her "Mirror Twin". Tell them that the twin's name should sound like the real name.
- Take students' responses; they may name it Rahman, Zeeshan or Rehana, Farzana, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write or paste a chart of the poem "Stop! Stop!" on the writing board.
- Recite the given poem once with actions to students following rhyme and rhythm and using intonation patterns.
- Now, ask students to join you in reciting the poem with actions following rhyme and rhythm and using intonation patterns.

Stop! Stop! That pot is hot!
Grab a lid. Put it on top!
There is a lot of pop-pop-pop

Hopping popcorn in that pot!



Activity 2:

10 Minutes

1. Ask students to work in pairs.
2. Ask them to read the poem on the chart and note down in their notebooks the words with the same ending sound i.e., rhyming words.
3. Tell students when they are confused if two words rhyme or not, use their ears to listen as you say the words. If they sound the same or similar, they rhyme. If the two words sound different, they do not rhyme.
4. After students have finished their task, write the rhyming words given in the poem “Stop! Stop” on the board.
 - ♦ ‘Pot’ and ‘hot’ rhyme (emphasize on final sounds)
 - ♦ ‘Stop’ and ‘top’ rhyme (emphasize on final sounds)
 - ♦ ‘Pop’ and ‘top’ rhyme (emphasize on final sounds)
5. Ask students to check their answers with the above list of rhyming words.
6. Ask the students to make corrections and copy rhyming words from the poem in their notebooks.
7. In the end, ask some of the pairs to say aloud rhyming words in front of the class.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt to identify and say rhyming words in a text.



ASSESSMENT

5 MINUTES

1. Tell students that you will say a word, they should listen to it and provide its rhyming word. For example, if you say, “cry”, students will respond, “fry”, etc.
2. Do it for 4 – 5 words. Randomly pick a few students for each word to share their responses with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to recite any poem from their nursery rhyme book and make a list of rhyming words mentioned in the poem.
2. The key to teaching rhyming words is to expose students to nursery rhymes/poems a lot and helping them identify the rhyming words, hence, singing nursery rhymes should be an ongoing activity throughout the term.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

USING NAMING WORDS



STUDENT LEARNING OUTCOMES

- Use naming words in speech and writing.

INFORMATION FOR TEACHERS

- Consult the previous lesson on naming words.
- This lesson can be made interesting for students by showing real objects to them. In some cases, you may show pictures of objects. But students can be better engaged if you walk into the class with a basket having models of some toys, fruits, and vegetables.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when required..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, realia, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class by greeting “Assalam-o-Alaikum/ Good morning” to the students and the students will answer the greeting by saying “Wa-Alaik-um-Assalam/ “Good morning”.
- Ask the following questions from students:
 - What is your name?
 - What is your father’s/mother’s name?
 - Which places do you like to visit?
 - Which is your favourite animal?
 - What do you want to become when you grow up?
- Allow 3 – 4 students to share their responses with the whole class. Write their answers on the board in the form of a table.
- Tell them we describe persons, places, animals, and things by assigning names, which are called ‘naming words’ or nouns.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Help students recall the previous lesson about naming words. Review the definition of naming words with the help of a few examples.
- Divide the class into four groups.

3. Give each group a category of naming words i.e., names of persons, places, things, animals.
4. Ask them to discuss within the group and write as many examples of the assigned category as they can.
5. Clap for the group with the maximum number of examples.

Activity 2:

10 Minutes

1. Draw four columns on the writing board and label the columns as person, place, animal, and thing.
2. Show an object or its picture/drawing and ask students its name.
3. Encourage students to help you in placing it in the relevant column drawn on the board.
4. Show another picture and ask a volunteer to tell which group of naming words it belongs to.
5. If a student finds out the correct group, it means the student has recognized the categories of naming words but if he/she is not able to do so, reinforce the concept so that students may understand it fully.



CONCLUSION / SUM UP

3 MINUTES

Tell students that today we have learnt that:

1. People, places, things, and animals have particular names and they can be grouped accordingly.
2. These naming words are called 'nouns'.



ASSESSMENT

5 MINUTES

1. Ask students to name a few things from the classroom environment or a picture/ photograph. (Students might say some Urdu words. Encourage them to think of English words).



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a list of names of their family members, things at home, a few nearby places, and animals in their village/town/neighbourhood.
2. Display charts of vegetables/vehicles/fruits/stationery items etc. in the classroom and refer to them from time to time during relevant lessons.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

COMMANDS AND REQUESTS



STUDENT LEARNING OUTCOMES

- Articulate, recognize and use some formulaic expression to listen and respond to few commands.

INFORMATION FOR TEACHERS

- Create interesting commands keeping in view your students' vocabulary of action words and naming words, such as 'Look up at the sky', or 'Touch your friend's shoulder' etc.
- Introduce common action words with Total Physical Response Method (TPR).
- Consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
- Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you," to that.
- Say some basic action words to the students and they will perform. The action words may include walk, run, laugh, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Introduce commands and requests with Total Physical Response Method. In this method you should do the following steps:
- Say a sentence of command while performing it yourself for example, if the teacher has to teach the sentence "Open the book" the teacher will demonstrate to open the book,

while saying the sentence.

4. Say the sentence and the students will perform accordingly.
5. The students will say the sentence and the teacher will perform.
6. Now the teacher and the students both will say and perform together.
7. For requests, put 'please' before the sentence. For example: 'Open the book' will become 'Please, open the book.'

Activity 2:

10 Minutes

The teacher will:

1. Divide the class into pairs and then ask any two pairs to perform a short role play.
2. Now ask a pair of students to come in front of the class where one student will give command / request and the other student will physically perform it. Ask the students to choose the command / request words from the following.
 - ◇ Open the door. (Command)
 - ◇ Please, open the door. (Request)
 - ◇ Pick up the stick. (Command)
 - ◇ Please, pick up the stick. (Request)
3. If a student is unable to read a word, whisper it to him/her. Start with those students who are confident to perform in front of the class. This activity gives shyer students an opportunity to become more comfortable in front of the class.
4. Repeat this activity a couple of times.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today we have learnt how to recognize and physically respond to simple sentences of command and request.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to use and physically respond to simple sentences showing request and command.
2. Articulate, recognize and use some formulaic expression to listen and respond to few commands.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of commands and requests and repeat those requests with their siblings.
2. Ask students to think of more commands and requests, and allow them to make those requests for the repetition sessions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

4

READING STRATEGIES

(GUESSING WHAT FOLLOWS IN A STORY)



STUDENT LEARNING OUTCOMES

- Interact with a text and use reading strategies (while reading) to guess what follows in a story.

INFORMATION FOR TEACHERS

- Children this age are just beginning to understand how to use their background knowledge and experiences (their schema) to make predictions. They are also learning to make connections between themselves and the stories they read. You can support this development by providing them with frequent opportunities to think and guess what happens next in a story. While reading aloud to students, pause and ask them what they think will happen next. Encourage them to use their imagination, background knowledge, experiences, and understanding of the story to make predictions.
- While you read aloud in class, ask questions, so that the students connect themselves to the text and can visualize and guess what follows in a story.
- Pauses, referring to pictures will help them guess what is going to happen next.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

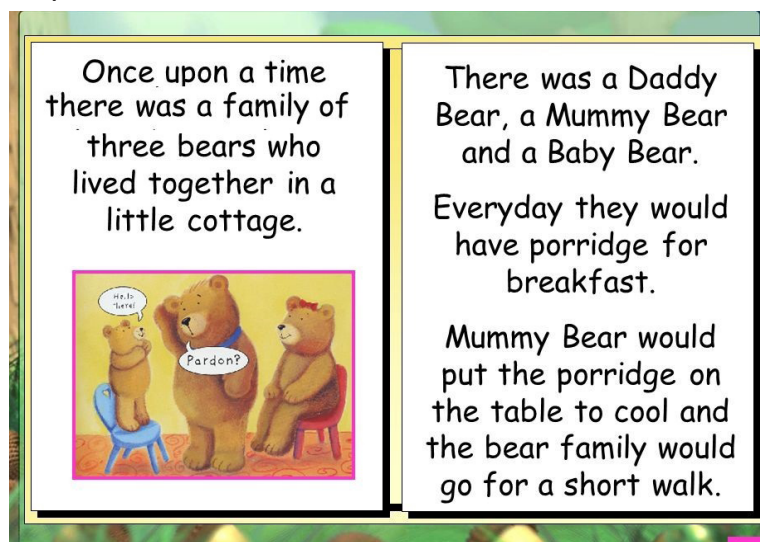
- Writing board, marker, duster, textbook, storybook, etc.



INTRODUCTION

10 MINUTES

- Begin the class by greetings the students.
- Tell students a short story with at least two pauses and ask them to think and guess what follows in the story.



3. Questions may be:
 - ◇ Guess what happens next?
 - ◇ What will happen when they are on a walk?
 - ◇ Who will eat the porridge?
4. Encourage all sorts of guesses/responses. After listening and giving feedback to their responses, continue with the remaining part of the story. Keep asking students to guess what happens next a few more times whenever there's a new event to happen in the story:

While they were out, a little girl named Goldilocks came to their house. She knocked on the door but there was no answer. So she pushed the door open and went inside. On the table were three bowls of porridge; one great big bowl, one middle-sized bowl, and one little bowl. **[Pause and ask students to guess what happens next, e.g., "What will the little girl do?"]** Goldilocks was hungry, so she tried some of the porridge from the great big bowl. But it was too hot. Goldilocks then tried some of the porridge from the middle-sized bowl. But it was too cold. **[pause and ask students to guess what happens next, e.g., "Do you think the third bowl will be hot or cold?", "Will she be able to eat the porridge?"]** Finally, she tried some of the porridge from the little bowl. It was just right and so delicious that she ate it all up.

5. Before concluding the story at this point, ask students to guess what might the bears do when they come back, how might they feel, etc.
6. Ask students, "Do you think the girl did the right thing by entering into the bears' house and eating the porridge without their permission?" Tell them it is always important to ask for permission before entering into someone's house or before using their things.



DEVELOPMENT

15 MINUTES

Activity 1:

15 Minutes



5. Jack and the Beanstalk

Jack was going to sell the family cow. He traded her for some magic beans instead. His mother angrily threw the beans away. The next morning, Jack discovered a huge beanstalk! He climbed the beanstalk until he found a giant's castle. The giant's wife hid Jack until the giant was asleep. Jack escaped carrying some of the giant's wonderful treasures with him. When the giant tried to follow him, Jack chopped down the beanstalk.

1. Read aloud the first segment of the above story to the class and ask the following questions:
 - ◇ What do you think will now happen to Jack?
 - ◇ Do you think that Jack will go to market again to find the cow?
2. Read aloud the second segment of the above story to the class and ask the following questions:
 - ◇ Do you think the giant will kill Jack?
 - ◇ Will Jack ever come back home?
3. Read aloud the last segment of the above story and ask students to match the conclusion of the story with their responses.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we practised guessing what happens next in a story. Tell them it is important to use your imagination, experience, and background knowledge to understand a text while reading it.



ASSESSMENT

5 MINUTES

1. Write the following incomplete short story on the writing board:

“It was a fine Monday morning. The sun was shining. The alarm clock rang; it was 07 o'clock in the morning. Little Sara got up. She washed her face, brushed her teeth, and took her breakfast.”
2. Read it aloud and ask students what will happen next in the given story.
3. Take the responses of a few students randomly to complete the story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a picture story from the textbook and guess what would happen next in the story as a home assignment, and retell it in the classroom the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

EXPRESSING LIKES AND DISLIKES ABOUT A STORY



STUDENT LEARNING OUTCOMES

- Respond to the text (post-reading) to express likes/dislikes about a story.

INFORMATION FOR TEACHERS

- Storytelling should be an ongoing activity in early grades throughout the term.
- Stories with illustrations are best understood and help a lot in inculcating factual information.
- Top to bottom technique should be incorporated.
- Stories might have liked and disliked factors for some reasons. This element can generate discussion among students.
- Reading aloud a story develops listening and reading skills. Model reading is an initiation on the part of the teacher.
- Highlighting the characters of a story facilitates understanding of its theme and moral which plays a vital role in the mental and moral growth of students.
- While teaching the story, the teacher should also use the textbook where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Charts, markers, pencils, scissors, available props, stuffed toys, cut-outs of the story, etc.



INTRODUCTION

5 MINUTES

- Ask students to open their textbook at the relevant page and mention the paragraphs of Begin the class by greeting the students.
- Ask them if they have recently read or heard any stories.
- Ask a few students to share what the story was about.
- Ask them if they liked it or not. Tell them to share what they liked or disliked about the story.



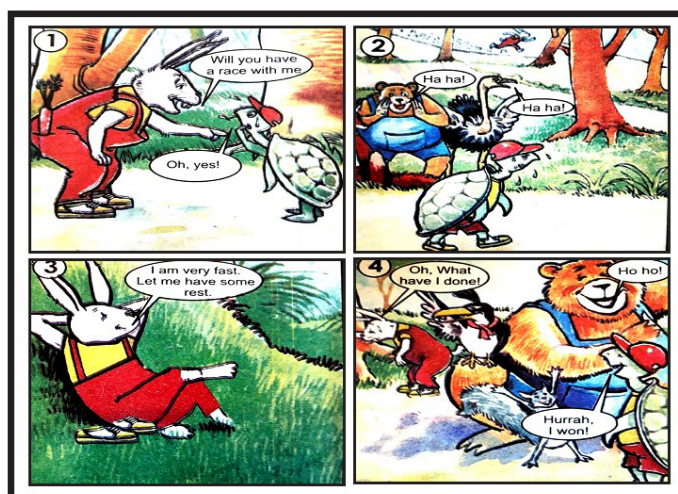
DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

- Make students sit in a circle on the floor. Tell them they are going to listen to a story in English. (The Hare and the Tortoise).
- Ask them to look at the pictures and brainstorm what the story is about.



3. Read the story once using appropriate intonation, stress, pronunciation, and body language (with actions) pointing to pictures and introducing characters.
4. Display/draw the characters and some important objects from the story on the writing board.
5. Ask a few students to tell the beginning of the story.
6. Ask a few students to tell what happened in the middle.
7. Ask few students to tell the ending of the story.
8. Appreciate students for their responses.
9. Now, ask them to think over the story and discuss with a partner what they liked and disliked about the story.
10. Finally, allow 3 – 4 students to share their responses with the whole class.



CONCLUSION / SUM UP

2 MINUTES

Tell the students that today we have learnt to:

1. Tell a story by looking at pictures in the text.
2. Express likes/dislikes about a story.



ASSESSMENT

6 MINUTES

Paste a series of cut-out pictures of a story and ask a few questions. Accept correct answers even if the language is local.

1. Who is walking on the road? (Supposedly Maaz)
2. What did Maaz see?
3. Did he pick up the bird?
4. Why did he give it water?
5. What did Maaz do?
6. Why did he let the bird fly away?
7. Would you do the same?
8. Do you help animals and birds that are hurt?
9. What do you like about this story?
10. What do you dislike about this story?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read any story from a book at home and mention their likes and dislikes about the story.
2. Discuss the problem in the story.
3. Ask students to change endings.
4. Encourage students to bring their own dolls, stuffed toys, and other toys to the classroom one day and make stories using their own/ each other's toys.
5. Encourage students to go home and narrate the same story to their friends and family.
6. Ask them to come back and report how they liked the story.
7. Assign students to do the relevant activities/ exercises from their textbook as homework.

NAMING WORDS



STUDENT LEARNING OUTCOMES

- Recognize that people and places have particular names.
- Read aloud words with a reasonable level of accuracy in pronunciation
- Write appropriate naming word(s) to identify an object or an action in a picture.
- Recall and match common naming words with pictures from the immediate environment.
- Recognize and change the number of simple naming words by adding or removing (singular/plural).
- Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables parts of body, objects in the classroom and at home, colors, shapes, directions (left/right) and numbers in words and first, second, third, etc.

INFORMATION FOR TEACHERS

1. This lesson can be made interesting for students by showing real objects to them. In some cases you may show pictures of objects. But students can be better engaged if you walk into class with a big basket having models of some toys, fruits and vegetables.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures charts etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning / Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Display the given chart on the board and ask the students to name the object. (Students might say some Urdu words, don't snub them but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.
3. Now ask the students to identify animals in the chart. Invite students to come and circle the animals in the chart.
4. Tell the students that yesterday we learnt that people, places, actions and things have particular names. Today we will learn about number of naming words.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

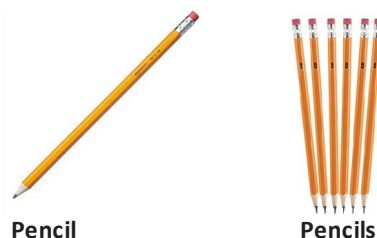
1. Show a pencil to the students. Ask them, "How many pencils are there?" The students will say, "one". Add two more pencils and ask, "How many pencils are there now?" The students will say, "three".
2. Keep one pencil in one hand and two pencils in the other hand.
3. Stretch forward the other hand with one pencil and say, "pencil" with emphasis on sound of final letter and ask the students "What is this?" (expected answer "pencil") Repeat saying "pencil" ten times with the whole class. Now ask few students to utter "pencil".
4. Stretch forward the hand with three pencils and say, "pencils" with emphasis on sound of final letter and ask the students "What are these?" (expected answer "pencil or pencils") Repeat saying "pencils" ten times with the whole class. Now ask few students to utter "pencils".
5. Repeat this activity with different objects.

Activity 2:

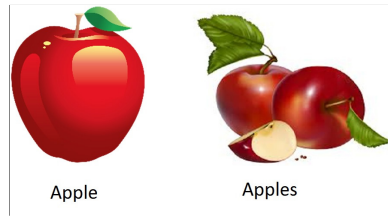
10 Minutes

The teacher will:

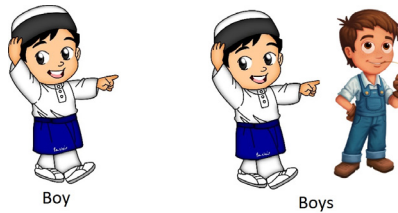
1. Draw one pencil on the board and write 'pencil' under it. Draw more than one pencils on the board and write 'pencils' under it.




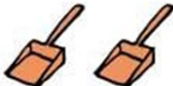




2. Ask students the difference between the two words. Seek for answers. Point out that one has "s" at the end and the other doesn't. The "s" at the end tells that there is more than one pencil.
3. Draw an apple on the board and write 'apple' under it. Draw more than one apples on the board and write 'apples' under it



- Ask students the difference between the two words. Seek for answers. Point out that one has an "s" at the end and the other doesn't. The "s" at the end tells that there is more than one apple.
- Draw a boy on the board and write 'boy' under it. Draw more than one boy on the board and write 'boys' under it.



- Ask students the difference between the two words. Seek for answers. Point out that one has "s" at the end and the other doesn't. The "s" tells that there is more than one boy. Repeat this activity with different objects.
- Display the following chart on the board and ask the students to look at each of the boxes below and see if the picture in each box is one or more than one. If it's one, circle the word without "s" and if it's more than one circle the word with "s".

 apple apples	 shovel shovels
 chair chairs	 shirt shirts
 hat hats	 ball balls



CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt about common naming words and recognized the concept of singular/plural.



ASSESSMENT

5 MINUTES




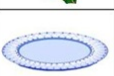



- Informally assess students' ability to name common naming words and recognized the concept of singular/plural during activities.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read each word and turn it into many by adding “s” at the end.

	apple	apple__
	ball	ball__
	frog	frog__
	plate	plate__
	book	book__
	chick	chick__
	tree	tree__

2. Assign work in groups. Ask one group to think of names of things you see in a park. The other group can think of names of things you eat! The third can come up with names of sports-related things etc.
3. Ask each group to share one word, then ask each group to share their second word, and continue like this.
4. If a group runs out of words, they will be out of the game, but they will listen to the others and learn.
5. The group that remains not-out till the end will be declared the winner.
6. Assign students to do the relevant activities/ exercises from their textbook as homework.

SUBSTITUTION WORDS (PRONOUNS)



STUDENT LEARNING OUTCOMES

- Use words that points to something: this, that, these, those

INFORMATION FOR TEACHERS

- Make students practice using this, that, these, those given in the textbook.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



INTRODUCTION

5 MINUTES

- Tell the students that today are going to learn about this, that, these, and those which are used for pointing to something.



DEVELOPMENT

20 MINUTES

Activity 1:

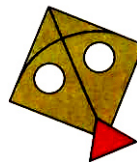
10 Minutes

Read these sentences.

What is this?
This is a bag.



What is that?
That is a kite.



What is this?
This is a mug.



What is that?
That is a car.



- Paste a chart of talking about things.
- Read the chart aloud and let the students listen to it carefully.

- Now read the chart again along with the students.
- Ask few students to repeat reading chart till they are familiar with the naming words.

Activity 2:

10 Minutes

- Ask the students to work in pairs / groups and read the chart carefully.
- Invite them to differentiate between the use of these and those, this and that.
- Facilitate them in concluding “that”, “this” and “these” point to nearer things while “that” and “those” point to farther things.



CONCLUSION / SUM UP

3 MINUTES

- We have learnt about words that points to things (this, that, these, those).



ASSESSMENT

5 MINUTES

- Fill in the blanks with a word from the box given below:

This	That	These	Those
------	------	-------	-------

_____ is earth. (Picture of earth)

_____ are stars. (Picture of stars)

_____ is sky. (Picture of sky)

_____ are apples. (Pictures of apples)



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to work in pairs/groups to copy the chart and fill in the blanks.
- Ask some of the groups to share their work.
- Display charts of substitution words in class.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

VOWELS AND CONSONANT, USE OF “A” AND “AN”



STUDENT LEARNING OUTCOMES

- Recognize and identify consonant and vowels in the English alphabet.
- Use of “a” and “an”.

INFORMATION FOR TEACHERS

1. Demonstrate to the students how the sounds of a, e, i, o, u are produced without stopping in the oral cavity. Tell them these are vowel sounds.
2. Demonstrate the sound of other letters called consonant which creates hindrance in the oral cavity.
3. While teaching the lesson, the teacher should consult textbook at all steps where and when required.
4. It is not required to explain the students about consonants in detail. Telling them that a, e, i, o, u are ‘vowels’ and the rest of the letters are ‘consonants’ is sufficient.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, activity sheets, low cost AV aids.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students cheerfully by saying “Assalam-o-Alaikum”, “Hello” or “Good morning”. Appreciate those students who respond to the greeting correctly.
2. Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”.
3. Say the word “tap” in an exaggerated manner, to make a sound, and let the students guess the letters that makes the middle sound. (Make vowel sound in an exaggerated manner, very loud, clear and stretch them long.)
4. Ask students to come up with some new words with the middle sound same as the “tap”.
5. Repeat the activity with “top”, “pin”, “leg”, and “ten”. Ask the students to write the spelling of these words on the writing board.
6. Tell the students that sounds for which we don’t join our teeth or lips or move our tongue too much, are vowels.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Write a, e, i, o, u on the writing board and tell the students that these five letters are called 'vowels'. We use vowels to form words and most words have at least one vowel in them.
2. Repeat vowels, a, e, i, o, u with the students several times.
3. Now ask the students if "m" is a vowel.
4. Tell students that for some sounds we move our lips, teeth and tongue. Make an exaggerated 'p' sound by putting your lips together. Ask them to repeat the sound.
5. Ask the students which letter has consonant sound. If they say "m", tell them this is a consonant because we moved our lips to block the air.
6. Repeat the same steps for letters:
 - ◇ "t" (join teeth in an exaggerated manner).
 - ◇ "f" (join teeth and lower lip in exaggerated manner).

Activity 2:

10 Minutes

The teacher will:

1. Now mix some vowel, and consonant, sounds and ask students if the sound you just made was a vowel or a consonant. Repeat this question with other 'consonants' and 'vowels' until the students have a clear understanding of what vowels are.
2. Write "bat" on the writing board and ask student's which letter is a vowel in the word? Repeat "a" with the students.
3. Point out to every letter in bat and ask if it is a vowel? Help those students who are unable to identify the vowels correctly. Repeat the same procedure using words such as hen, pin, hot, sun, cat, tin, ten, pot and cup.
4. Now tell the students that you would say a vowel and the students would have to come up with a word that have a vowel.
5. Ask names of the students e.g. Bilal, Ahmed, Sara etc. and ask what vowels are mentioned in their names. Practice other words randomly one by one in the same way.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt about vowels and consonants.









ASSESSMENT

5 MINUTES

1. The teacher will give worksheet to the students and will ask them to fill in the correct vowels to complete each word.

Vowels				
a	e	i	o	u

1. _ pple  2. b _ nch 
3. s _ t  4. v _ n 
5. d _ g  6. b _ s 



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will write the words “hat, pen, top, tip and put” on students’ notebooks and will ask the students to circle around the word that is vowel.
2. Continue to give students practice through repetition of the above activities at regular intervals.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



PERIOD: 2 / 35 MIN



STUDENT LEARNING OUTCOMES

- Recognize and identify consonant and vowels in the English alphabet.
- Use of “a” and “an”.

INFORMATION FOR TEACHERS

1. Remind your students that “a” and “an” are used only when you want to say ‘one’ with a noun. They are not used each time you name an object.
2. Demonstrate to the students how the sounds a, e, i, o, u are produced without stopping in the oral cavity. Tell them these are vowel sounds.
3. Demonstrate the sound of other letters called consonant sounds which creates hindrance in the oral cavity.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
5. It is not required to explain the students about consonants in detail. Telling them that a, e, i, o, u are ‘vowels’ and the rest of the letters are ‘consonants’ is sufficient.

a	e	i	o	u
bat	hen	pin	hot	sun
cat	ten	tin	pot	cup
hat	leg	bin	log	hut
mat	pen		cat	bus
pan		top		
man				
van				



MATERIALS / RESOURCES REQUIRED

- Writing board, activity sheets, low cost AV aids.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by cheerfully saying “Good morning students” and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting properly.
2. Ask the students, “How are you?” and the students will answer the greeting by saying “we are fine, thank you”. Ensure that the students respond to the greeting properly.
3. Tell the students that yesterday we learned about vowels and consonants.
4. Write a, e, i, o, u on the writing board and ask the students to name a few objects that start with a, e, i, o, u (emphasize on the word start). Expected answers could be apple, elephant, egg, ice-cream, octopus, orange, umbrella etc. Write their responses on the writing board.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Tell the students that we add “an” before names of things starting with vowels (only when we are talking about one apple or one egg etc.).
2. Practice on the writing board asking students to say “an” with “apple”. (Put it in different sentences:
 - ◊ I want an apple.
 - ◊ I just ate an apple.
 - ◊ Do you want to eat an apple?
3. Ask the students to say it with you when you say “an apple”.
4. Write t, s, b, p, n on the writing board and ask the students to name a few objects that start with t, s, b, p, n (emphasize on the word start). Expected answers could be table, teacher, snake, soap, bus, boat, board, parrot, pen, pencil, nest, net etc. Write all the responses on the board.
5. Tell the students that we add “a” before names of things starting with consonants (only when we are talking about one pen or one table etc.).
6. Practice on writing board asking students to say “a” with “pen”. (Put it in different sentences:
 - ◊ I want a pen.
 - ◊ I just found a pen.
 - ◊ Do you want a pen?
7. Ask the students to say it with you when you say “a pen”.

Activity 2:

10 Minutes

The teacher will:

1. Show the students the following pictures or flashcards and ask the students to produce the sound for the letter on their own and then decide to put a/an before names of the objects in pictures/flashcards. Practice with flashcards and pictures until all students have understood the concept.



CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt about use of “a” and “an” with vowels and consonants respectively.



ASSESSMENT

4 MINUTES

1. Informally assess students’ ability if they have learnt the use of “a” and “an”.



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will write the words igloo, house, eagle, airplane, goat and orange on students’ notebooks and will ask the students to add “an” before the word that starts with a vowel and add “a” before word that starts with a consonant.



2. Throughout the year, continue to give students practice through repetition of the above activities at regular intervals.
3. Follow the use of a/an in your daily conversation with the children, for example, ‘It’s a sunny day’, ‘I have an aunt’, ‘My mother reads an English newspaper’, ‘I saw an elephant in the zoo.’
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

INITIAL CONSONANT CLUSTERS



STUDENT LEARNING OUTCOMES

- Identify initial consonant clusters..

INFORMATION FOR TEACHERS

- Cluster means group, bunch, or collection.
- A consonant cluster/blend in a word is a group of consonant letters with no vowels between them. In a consonant cluster, you can hear the two sounds, e.g., **clear**, **brush**, **speak**, etc.
- Each letter within the cluster is pronounced individually, but quickly so they blend together. Your students should know basic consonant sounds before moving on to clusters/blends.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, alphabet chart, textbook, etc.



INTRODUCTION

5 MINUTES

- First, fully review individual consonant sounds before teaching blends using an alphabet chart.
- Help students recognise each consonant letter and its sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write some familiar words on the writing board for example: 'bed', 'cat', 'pin', etc.
- Ask a few students to say these words and tell the beginning sound i.e., /b/, /k/, /p/, etc.
- Now, write a few common blends and a word that goes along with them on the writing board. For example, "bl" and blend, "blue," "black," or "cr" and "crow," "cry", etc.
- After writing several examples, ask students to help you come up with a word for each blend.
- If your students need help in thinking of new examples, provide hints about words you have in mind, such as visual cues.

Activity 2:

10 Minutes

- Now, write the letters of the blend (starting with blends that begin familiar words i.e. close, brown) in the form of an equation. For example, "c+l = cl" or "b+r =br".

2. Read the equation aloud.
3. After that explain to students that two consonants together in one word make up a consonant cluster/blend. These clusters/blends typically make a distinct sound.
4. Remind them about the difference between hard and soft “c”, and explain that when “c” comes before “i”, it will be hard.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we have learnt that two consonants in one word make up a ‘consonant cluster/blend’.
2. Each consonant in a cluster/blend retains its basic sound but is pronounced quickly.



ASSESSMENT

5 MINUTES

1. Scan a newspaper and cut the pictures beginning with common consonant clusters/blends. For example, bread, flag, clip, grapes, tree, etc.
2. Display these pictures to students and ask them to name the pictures.
3. Finally, ask them to identify the consonant clusters/blends used for naming pictures. For example: ‘tr’ blends to name the picture of a ‘tree’.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to look for the names of objects at home/classroom/school beginning with a consonant cluster, note them in their word bank/vocabulary wallet, and share them with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

WRITING ACTION VERBS



STUDENT LEARNING OUTCOMES

- Show a series of actions in a picture by writing action verbs.

INFORMATION FOR TEACHERS

- Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence, telling what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences have one verb.
- When learning the rules of grammar, students are often taught that verbs are 'doing/ action' words, which signify the part of the sentence which explains the action taking place.
- It is important that you bring a lot of energy to the class. Don't feel shy in acting things out. When students watch your performance, they will be motivated.
- Introduce common action words with Total Physical Response Method (TPR).
- Consult textbook at all steps where and when needed..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing boards, charts with different actions, flashcards, texts/other print resources, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class by greeting the students.
- Display the following chart on the writing board and ask students to look at it and tell what the chart shows (expected answers, actions, people doing different things, etc).



3. Ask the students, "What does "action" mean?"
4. Take their responses and summarise that an action is something that we do/perform.
5. Tell them that today they are going to learn to write a few action verbs, i.e., the verbs that describe certain actions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the definition of 'action verb' with the class: An action verb is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think.
2. Build on the introductory activity and tell students that the pictures on the chart show different actions. We can use 'action verbs' to describe these actions.
3. Ask students to have a look at the first picture (on the chart) and tell what is happening in the picture.
4. Some students may respond in Urdu or their local language. Do not discourage them. Ask them to think of an English word.
5. Write "walk" on the board and repeat all letters of walk like W A L K with the class. Say the word while performing it yourself. Call a student over and ask him/ her to walk in front of the class.
6. Ask the students to have a look at the second picture and tell what is happening in the picture.
7. Elicit the word 'stand', write it on the board, and ask students to repeat it after you.
8. For the rest of the pictures, ask students to identify the action, say the action verb that describes it, and write the action verb on their notebooks.
9. Once they have completed the task, review the action verbs with the whole class and ask students to check the words they have written and make corrections.



Activity 2:

10 Minutes

1. Tell students: Now we are going to play a game. Give instructions as follows:
2. There will be two teams.
3. One player from a team will be given an action word and that player will act out the word

trying to get his teammates to guess it.

4. The player acting out the verb may not talk. That player must just use actions.
5. The team members must raise their hands to tell the word they have guessed. The team gets one point for each correct answer.
6. If the team members cannot guess the word, the other team will get a chance to guess. If they guess it correctly, they get a bonus point.
7. Each team will get five action verbs to guess.
8. The team with the higher score will win the game.
9. Pick an action from the chart displayed during the introduction and act it out for the students to guess (as an example). Don't give any verbal cues when you do this. Make your actions exaggerated so that students can easily guess.
10. Select ten easy-to-do actions. Place students in two teams. Start the activity with the students from each team who are not nervous in performing in front of the class. One by one, supply the five words to the first team and follow the procedure mentioned above.
11. Repeat it for the second group.
12. Keep writing the score of each team on the board. In the end, calculate the total score for each team and announce the winning team. Have the class clap for them.
13. Write performed actions on the writing board and ask students to copy them to their notebooks.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today we have learnt to write a few action verbs.



ASSESSMENT

5 MINUTES

1. Say a few action words one by one (e.g., smile, cry, run, look, and say) and ask students to write them in their notebooks.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to observe different actions on the way back home and find out action verbs to describe them. Make a list and share it with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

CONSTRUCTING SIMPLE SENTENCES



STUDENT LEARNING OUTCOMES

- Construct simple sentences of three/four words using correct capitalisation, punctuation, and spelling.

INFORMATION FOR TEACHERS

- The elements of good writing are spelling, punctuation, and capitalisation.
- By mastering the rules and conventions, you will make your writing easier to understand and more enjoyable to your readers.
- Involve students actively in simple sentence construction which uses capitalisation, punctuation, and spelling.
- Allow students to observe both correct and incorrect constructions.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentences on the board and ask students to find out mistakes:
 - i play cricket
 - she eats the meel
 - what is your name
- Divide the class into pairs.
- Tell pairs to recall rules of punctuation, spelling, and capitalisation learnt earlier and find out the mistakes in the given sentences written on the writing board.
- Tell students to discuss and make corrections.
- Once they have completed the task, invite a few pairs randomly to come up and share their corrections.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Break the following sentences into pieces so that each word and punctuation mark is written on a small chit of paper. Prepare sets for 5 – 6 groups (depending on the number of students in your class).
- Write the following sentences on the board:
 - I am a student.
 - I like candies.

- ◇ You drink water.
 - ◇ Is it your bag?
 - ◇ Who are you?
3. Divide the class into groups.
 4. Give each group a set of small chits. Every chit will have a word or punctuation mark written on it.
 5. Tell students to look at the sentences one by one written on the writing board and then arrange the words on the chits to make a simple three/four-word sentence accordingly.
 6. Give the groups 10 minutes to complete this task.
 7. After the allotted time, invite groups to come up and share simple sentences arranged and completed by them.

Activity 2:

10 Minutes

1. Draw three big circles on the writing board and fill the circles with the information as given below:



2. Tell students to remain in the same groups.
3. Select group leaders.
4. Tell groups to select one word from each circle at a time and make a simple sentence. i.e. who+ does + what. (I + work + hard)
5. Repeat the same procedure for the next sentence, and so on.
6. Tell each group to make at least five simple sentences by using the words from the word bank available in the circles.
7. Invite group leaders one by one to come up and share their work.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Capitalisation, punctuation, and spellings are very important parts of writing.
2. With the correct use of these items, we can make our writing simple, smooth, and understandable.



ASSESSMENT

5 MINUTES

3. Write the following sentence starters on the writing board:
 - ◇ I drink-----
 - ◇ You play -----
 - ◇ We go to -----
4. Ask students to complete the sentence starters with one or two suitable word
5. Tell students to focus on capitalisation, punctuation, and spelling.

6. Randomly review the students' work.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students the following words as a vocabulary bank and instruct them to make 10 sentences by using the words from the vocabulary bank.

Who: I, she, they, father, teacher, player

Does: watch, washes, win, plays, walks, run, ask, work

What: football, clothes, match, question, fast, hard

2. Tell students to share their work in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

EXPRESSING NEEDS



STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to express limited needs.

INFORMATION FOR TEACHERS

- Needs are essentials of human life.
- Give students practice in expressing needs through communicative activities.
- Also, use visuals and real-life situations to help students understand the process of expressing needs e.g.,
 - Teacher: What do we need when we are hungry?
 - Student: Food, Bread, Candy, etc.
 - Teacher: How do we ask for something we need?
 - Student: May I have a sharpener? I need to sharpen my pencil.
- Engage students in active oral communication.
- Refer to the textbook when and where necessary.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, real objects, textbook, etc.



INTRODUCTION

5 MINUTES

- Pretend you want to write something on the writing board, but you do not have a chalk/ marker.
- Ask students to tell you what “item” you need to write with. Elicit ‘chalk/ marker’ from students and write it on the board.
- Now, ask a student to bring a glass of water. (Say: “Could you please fetch me a glass of water?” or “Can you please bring me a glass of water?”)
- When the student brings the glass of water, drink it, and ask this question from the students.
 - Why did I need to drink water?
(Students may respond by saying, ‘Because you were thirsty’).
- Explain to students that we ask for something when we need it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Bring the following items to the classroom.

an apple, a small bag of rice, a glass of water, a few pieces of chalk, a duster, and a dustbin

2. Display the things on the front table and say, "I need a few of these things but I don't know exactly which ones I need. Please help me understand what I need."
3. Now, ask the following questions one by one:
 - ◇ I am hungry, what do I need? Expected answer: apple, rice
 - ◇ I am thirsty. What do I need? Expected answer: water.
 - ◇ What do I need to wipe the writing board? Expected answer: duster!
 - ◇ I want to write on the writing board, what do I need? Expected Answer: chalk/ marker.
 - ◇ Where do I need to throw the garbage? Expected answer: dustbin!
4. Thank students for their help.
5. Tell students that when we express a need, we use certain polite expressions. For example, when you need a pencil, you can ask a class fellow: "Could you please lend me a pencil?" Tell them that the expressions like 'please', 'could you...', 'would you...', 'kindly...', etc. help us politely express our needs so that others help us fulfil those needs..

Activity 2:

10 Minutes

1. Divide the class into small groups. Select a group leader.
2. Assign each group one of the following topics:
 - ◇ Plan for a picnic
 - ◇ Plan for a birthday party
 - ◇ Plan for the prize distribution ceremony at school
3. Tell students that they are going to discuss and find what items, people, or help they need for planning their assigned event.
4. List the needs on a piece of paper and then think of one sentence for each need to ask someone to help fulfill the need. For example, to go for a picnic, students need the permission of their parents. So they can ask their parents, "Is it alright if I go for a picnic with my class fellows?"
5. Invite group leaders to come up and share the needs for planning their assigned event. Ask their respective group members to share the sentences to express those needs.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that we ask for things when we need them.
2. Highlight the polite expressions used to express needs or make requests to others to fulfil those needs.



ASSESSMENT

5 MINUTES

1. Divide the class into pairs and ask students to make a list of things they need when they are hungry. Then, think of a few sentences to express those needs.
2. After that, invite a few pairs randomly to come up and share their responses with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to make a list of things they need for their studies.
2. Share their findings in the upcoming classes.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

SPOKEN AND WRITTEN WORDS



STUDENT LEARNING OUTCOMES

- Pronounce and match spoken words with written words.

INFORMATION FOR TEACHERS

1. The focus of this lesson plan is on pronunciation and matching the spoken words with written words.
2. Use flashcards for a better understanding of the concept.
3. Focus on letter sounds and help students in pronouncing different letters.
4. Help students pronounce and match spoken words with written words.
5. Use classroom objects for practising the pronunciation of high-frequency words.
6. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

1. Articulate the individual sounds in the word 'pen', i.e., /p/, /e/, and /n/, and ask students to guess the word or try to join the sounds together and make the word.
2. Show students a pen and pronounce the word (pen) loudly.
3. Tell students to repeat the word after you.
4. Now, say the first sound /p/ and ask students to write the letter that represents it. Ask 2 – 3 students to show you the letter they have written on their notebooks. Appreciate them for the correct answer. Then, repeat the above steps for /e/, and /n/ too.
5. Now, write the word (pen) on the writing board and ask students to read it aloud.
6. Ask students to use this technique to match the spoken words with written words. i.e.,
 - ♦ Identify the letters and their sounds.
 - ♦ Say the sounds of each letter.
 - ♦ Join them to pronounce the word.
7. Tell them that for some words, they have to hear them spoken and look at their written shape and remember it, e.g., the words like is, am, are, one, two, you, he, this, that, here, and there, etc. Such words are called sight words.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing board as shown below:
(c-a-t), (c-a-r), (b-a-g), (b-o-o-k), (b-a-t)
2. Divide the class into pairs.
3. Ask each pair to pronounce each letter of the word separately and then pronounce the complete word. Do the first word as an example.
4. Give them 03 minutes to practice the given words in pairs.
5. Say: "Now I will pronounce the words written on the writing board one by one. When I speak a word, I will call one of you to come and circle that word written on the writing board."
6. Now say the words written on the writing board one by one and invite students randomly to circle the word on the writing board.

Activity 2

10 Minutes

1. Write the following words on the writing board:
hat, see, desk, wall, window, fan, bulb, cup, chalk, shop.
2. Divide the class into two teams: Team A and Team B.
3. Say a word and ask the 'Team A' to identify its written shape on the board. If they do it correctly, they will get one point. Then, you will say another word and ask the 'Team B' to identify its written shape.
4. Play this game for all the words.
5. The team with higher scores will win.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that it is helpful to break the words into smaller parts called syllables, pronounce the letters of each syllable separately, and then pronounce the whole word. For sight words, it is important to remember their shape and match it with the 'whole' sound of the word.



ASSESSMENT

5 MINUTES

1. Write these words on the writing board:
pen, book, car, see, cup
2. Ask students to copy the words on their notebooks.
3. Now, pronounce one of these words loudly.
4. Ask students to underline that word and show it to you.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and select 10 words.
2. Use the techniques learnt by separating the words into letters/ syllables first and then pronouncing the complete words.
3. Share the words selected in upcoming classes.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

WORD PATTERNS



STUDENT LEARNING OUTCOMES

- Recognise that as letters of words change, so do the sounds.

INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pen-cil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. Alter your pace and spend more time on a skill if you feel that students are struggling with it. Don't rush to get on to the next step until you are sure that students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask meanings of the words from students in each activity which provides an opportunity to involve them. Wherever possible, bring the objects or at least pictures of different things mentioned to class so that students learn the essential vocabulary as well while practising word patterns.
4. Use some of the words in sentences. When you use the word 'run', ask them, 'Do you like to run in the playground? or,' Can you run fast?', etc.
5. Tell students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when required..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, duster, pointer, textbook, etc.



INTRODUCTION

5 MINUTES

1. Begin the class by greeting the students.
2. Write "b" on the board and ask students to pronounce it. Seek answers from the students. Repeat this practice with more letters like f, g, m, r, etc., and make sure that students can pronounce them correctly.
3. Draw a picture of a "fan" on the writing board and ask what it is. Seek answers from the students. If nobody can answer, tell the class it is a "fan". Repeat the word "fan" with all the students. Invite a few students to tell the first sound of 'fan'.



DEVELOPMENT

20 MINUTES

Activity 1:

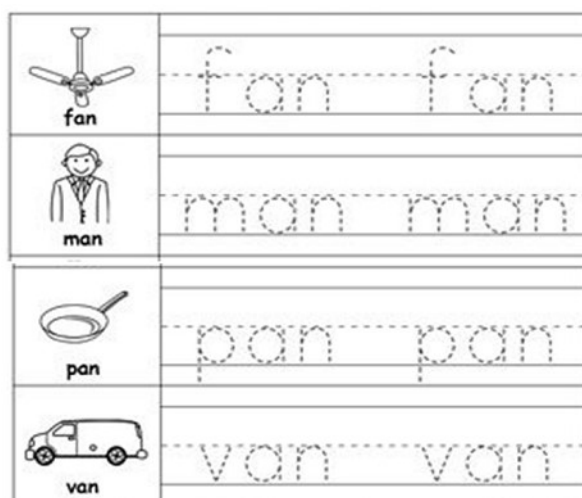
14 Minutes

1. Draw/display a picture of a “ball” on the writing board, point to the picture of the “ball” and ask about it. Seek answers from students. Repeat the word “ball” with the whole class. Invite students individually to repeat it.
2. Now, point towards the wall and ask students what it is called. Repeat the above steps for the word ‘wall’.
3. Draw two trees on the board – one tall and the other short. Ask students which one is tall.
4. Ask students if “ball”, “wall”, “tall” and “small” begin with the same sound. Do they have different initial letters, too?
5. Say b/all, w/all, t/all and s/m/all in exaggerated style and ask students to repeat. Tell students that as the letters of words change, so do the sounds.
6. Ask students what is common in the word ball, wall, tall and small. (Expected response: the ‘-all’ sound at the end of the four words is common. Tell them that as we change the first letter, the initial sound changes but because the letters ‘all’ are the same in all the words, their ending sound does not change and that is why they rhyme.)
7. Give a few more examples, e.g., bin, tin, and pin; bell, tell, and sell, etc. Repeat the steps as above.

Activity 2:

6 Minutes

1. Give students a worksheet or write the following “-an” words on the writing board.
2. Ask students to note the changing sounds while tracing. Elicit from students that as the letters of words change, so do the sounds.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt how the sounds change if the letters of the words change.



ASSESSMENT

5 MINUTES

1. Use the same activities by changing the initial letter as a formative assessment to assess the students’ performance. (This will guide you, the teacher, about pacing your activities, spending more or less time on one level).



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice tracing/copying words with different initial but same ending sounds/ letters several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognise, read, and write one-syllable words.
3. Repeat activity with different initial letter sounds but rhyming words (with the same word endings) consisting of not more than three letters, e.g., bet, get, jet, let, met, net, pet, set, wet, yet. Show the difference in pronunciation of bet, get, jet, let, met, net, pet, set, wet, yet.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

UNDERSTANDING A POEM



STUDENT LEARNING OUTCOMES

- Respond to the text (post-reading) to express understanding of a poem.

INFORMATION FOR TEACHERS

- Select poems that are short, interesting, and simple enough for students to understand.
- Also, choose poems that are fun to read.
- Highlight the poems with the help of illustrations.
- Give students opportunities to sing the poems and act them out using gestures, movements, and body language.
- While teaching this lesson, consult the textbook at all steps where and when needed..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, chart of a handwritten short poem, etc.



INTRODUCTION

5 MINUTES

- Ask two or three students to recite their favourite nursery rhymes/poems with actions.
- Ask other students, "Do you understand these poems?"
- Take their responses and tell them today we are going to read a poem and try to understand it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display a chart having the following poem (or write the poem on the board):



The Apple

Unknown Author

Up in the apple tree.
High off the ground,

I see an apple
So big and round.

I climb up the tree
And hold on tight.

I pick that apple,
And take a big bite!
m-m-m-m Good!



2. Read the poem aloud with correct pronunciation, appropriate stress, intonation, and expressions.
3. Demonstrate actions using body language.
4. Involve students in performing different actions, while you read the poem e.g.,

See



(putting hands above their eyes)

Big & Round



(making shapes with both hands)

5. Ask them to act out the lines 'climb the tree' and 'hold it tight'. Then, ask them to imagine they have picked up that big apple. Say, "Now, take a big bite and tell me how it tastes!"

Activity 2:

10 Minutes

'Think, Pair and Share'

1. Divide the class into pairs and ask them to read the poem together.
2. Then ask them the following questions:
 - ◇ What is up in the tree?
 - ◇ What is the size of the apple?
 - ◇ How is the taste of the apple?
3. Ask students to discuss their answers in pairs.
4. Next, ask students to compare their answers with those of other pairs.
5. Help them out if they find any difficulty finding the answers.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have read a poem for our understanding.
2. We tried to understand the meaning/message of the poem using recitation, action, gestures, and body language.



ASSESSMENT

5 MINUTES

3. Write the following questions on the writing board and ask students to discuss them in pairs:
 - ◇ Identify the rhyming words used in the poem
 - ◇ What is the shape of the apple?
4. When students work in pairs, observe and listen to their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a short poem from their textbooks for understanding and note a few questions about it as a home assignment.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

COLOURS, SHAPES, AND SIZES



STUDENT LEARNING OUTCOMES

- Recognise the different categories of some colours, shapes, and sizes.

INFORMATION FOR TEACHERS

- The focus of this lesson plan is on recognising different categories of colours, shapes, and sizes.
- Use pictures and flashcards for a better understanding of the concept.
- Give students real-life examples to understand colours, shapes, and sizes i.e., sun, tree, pen, etc.
- Make students focus on one category at a time.
- Use classroom objects for practising colours, shapes, and sizes.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

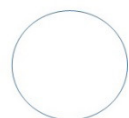
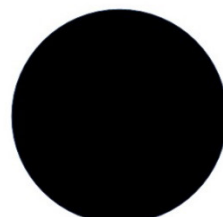
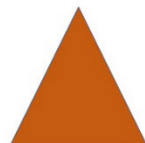
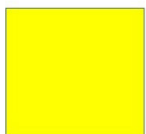
- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Point towards the writing board and ask the following questions from students:
 - What is the colour of the writing board?
Expected Answer: White/black
 - Is the writing board small or Big?
Expected Answer: Small/Big
 - Is the writing board round?
Expected Answer: No
- Draw the following shapes on a chart and colour them using different colours.
- Ask students to tell the names of the shapes, sizes, and colours.





DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

1. Draw the following given shapes on the writing board without colouring them: the Sun, leaf, the national flag of Pakistan, inkpot, apple
2. Ask students to think about the colours of the images and share their answers with a partner, e.g.,
 - ♦ The sun is yellow.
 - ♦ The leaf is green.
 - ♦ Pakistani flag is green and white.
 - ♦ Ink is blue.
 - ♦ Apple is red.
3. Now, take responses from a few pairs by pointing towards each word/shape.
4. Next, point to or show different items to demonstrate the difference of sizes, e.g., show a marker and a pencil to students and say: "The marker is big and the pencil is small."
5. Show the following objects to the students and get their responses. i.e., big or small:

Book/notebook, chalk/marker, writing board/slate

Activity 2:

10 Minutes

1. Divide the class into three groups and give one task to each group i.e., SHAPES, COLOURS, and SIZES.
2. Tell them that they have to walk through the classroom and find the objects of different colours, shapes, and sizes and list them.
3. Distribute the task as follows:
 - ♦ SHAPES: Make a list of things of different shapes available in the classroom.
 - ♦ COLOURS: Make a list of things of different colours available in the classroom.
 - ♦ SIZES: Make a list of things of different sizes available in the classroom.
4. Allow them 05 minutes to complete this activity.
5. After the allotted time, allow one student from each group to come to the front and share their list with the whole class, e.g.,
 - ♦ Colours: Ink (Blue), wall (White), etc.
 - ♦ Shapes: eraser (Rectangle), Bottle Neck (Round), etc.
 - ♦ Sizes: Book (Big), Notebook (Small), etc.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. Different things have different colours, e.g., The sun is yellow, a leaf is green, etc.
2. Some objects are small, and some are big, e.g., the writing board is big and the slate is small.
3. Different things have different shapes like circles, triangles, rectangles, and squares, etc.



ASSESSMENT

4 MINUTES

1. Draw the following table on the writing board and ask students to copy it on their notebooks:

Column A	Column B
Elephant	Black
Banana	Red
Tomatoes	Big
Crow	Blue
Sky	Yellow

2. Now, ask students to match the words from the first column with the words given in the second column.



HOMEWORK / FOLLOW UP

1 MINUTES

3. Tell students to go through their textbooks and find a few pictures from their textbook.
4. Write the colour, shape, and size for each picture.
5. Share their work with a partner the next day.
6. Assign students to do the relevant activities/ exercises from their textbook as homework.

NAMING WORDS



STUDENT LEARNING OUTCOMES

- Identify the gender of naming words from the immediate environment (masculine / feminine).

INFORMATION FOR TEACHERS

- Gender is a specific form of noun class system in which the division of noun classes forms an agreement system with another aspect of the language, such as adjectives, articles, pronouns, or verbs.
- Gender divisions include masculine, feminine and neuter but in this lesson we will only teach masculine and feminine gender.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures charts etc.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class by greeting "Hello / Assalam-o- Alaikum" to the students and the students will answer the greeting by saying "Hello/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
- Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you."
- Display the following chart on the board and ask the students to name the objects. (Students might say some Urdu words, don't snub them but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



- Now ask the students to identify animals, things and person in the chart. Invite students (one at a time) to come and circle the animals with blue colour, things with red and person with green on the chart.
- Tell the students that we have learned to recognize that people, places, actions and

things have particular names and number. Today we will learn about gender of naming words..



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

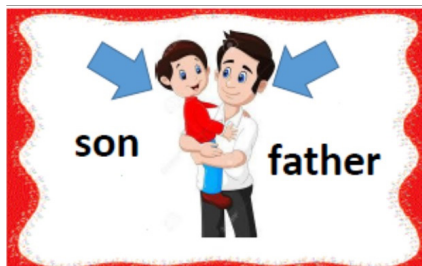
1. Display picture of a “king” on the board and ask the students to name it. Seek answers (expected answers are king, prince, man etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.



2. Say he is a “king”. Repeat the word “king” with all the students. Invite few students one by one to repeat.
3. Display picture of a “man” on the board and ask the students to name it. Seek answers (expected answers old man, father, grandfather, man etc.). The students might name some Urdu words.
4. Tell he is a “man”. Repeat the word “man” with all the students. Invite few students one by one to repeat.



5. Display picture of “father and son” on the board and ask the students to name it. Seek answers (expected answers man, father, boy, son, brother etc.). The students might name some Urdu words.



6. Tell they are “father and son”. Repeat the words “father and son” with all the students. Invite students one by one to repeat.

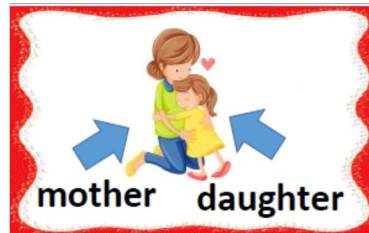
Activity 2:**10 Minutes**

The teacher will:

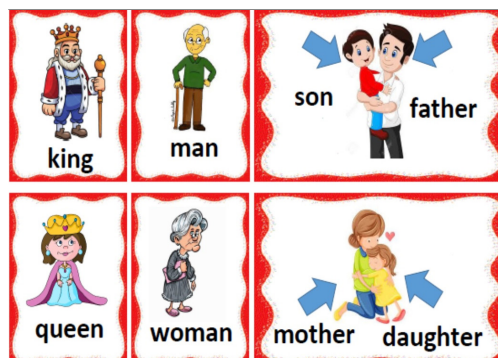
1. Display picture of a “woman” on the board and ask the students to name it. Seek answers (expected answers old woman, mother, grandmother, woman etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.
2. Say she is a “woman”. Repeat the word “woman” with all the students. Call five or six students one by one to repeat.



3. Display picture of a “queen” on the board and ask the students to name it. Seek answers (expected answers woman, queen, princess etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.
4. Say she is a “queen”. Repeat the word “queen” with all the students. Call five or six students one by one to repeat.
5. Display picture of “mother and daughter” on the board and ask the students to name it. Seek answers (expected answers woman, mother, sister, daughter etc.). The students might name some Urdu words.



6. Tell they are “mother and daughter”. Repeat the word “mother and daughter” with all the students. Invite few students one by one to repeat.
7. Tell the students that naming words for people can be differentiated as male (masculine) and female (feminine). Masculine nouns are words for men, boys and male animals. Feminine nouns are words for women, girls and female animals.
8. Display a chart on the board and tell the students that:
 - ◇ king is masculine and queen is feminine
 - ◇ man is masculine and woman is feminine
 - ◇ father is masculine and mother is feminine.
 - ◇ son is masculine and daughter is feminine.





CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt how to identify the gender of few naming words from the immediate environment (masculine/feminine).



ASSESSMENT

4 MINUTES

1. Informally assess students' ability to identify the gender of naming words during activities.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the following words in students' notebooks, write the following words in the respective columns and ask the students to match the masculine with feminine.

Boy	woman
Man	sister
King	mother
Father	girl
Grandfather	queen
Brother	grandmother

2. Arrange a written quiz after a week to assess whether the students are able to change gender of nouns from immediate and extended environment.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

5

WORD PATTERNS



STUDENT LEARNING OUTCOMES

- Identify words that begin with the same sound.

INFORMATION FOR TEACHERS

- Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
- Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
- Ask students meaning of the words during each activity which provide an opportunity to the objects or at least pictures of different things mentioned to help the students learn the vocabulary.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets. Blocks of letters, flashcards of alphabets.



INTRODUCTION

5 MINUTES

The Teacher will:

- Begin the class by greeting "Good morning / Hello / Assalam-O-Alaikum!" to the students and the students will answer the greeting by saying "Good morning / Hello / Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
- Say "how are you?" to the students and make sure that the students reply, "we are fine, thank you."
- Tell the students that yesterday we learnt words that end with the same sound, today we are going to learn words that begin with same sound.

**Activity 1:****10 Minutes****The teacher will:**

1. Say "cap" and ask the students about the initial sound of a "cap". Seek answers from the students. Repeat the /k/ sound with all students. Invite few students individually to repeat.
2. Draw/display picture of a "cap" on the board and point to the picture of the "cap" and ask about it. Seek answers from the students.
3. Say it is a "cap". Repeat the word "cap" with all the students. Invite few students to repeat.
4. Say "cup" and ask the students what the initial sound comes when we say a "cup". Repeat /k/ with all the students. Now tell the students that the initial sound in "cup" and "cap" is the same i.e. /k/. Repeat "c" with all the students. Emphasize on the same initial sounds..

Activity 2:**10 Minutes****The teacher will:**

1. Say "pan" and ask the students about the initial sound of a "pan". Seek answers from the students. Repeat the /p/ sound with all students. Invite few students to repeat.
2. Draw/display a picture of a "pan" on the board and point out to the picture of the "pan" and ask what it is? Seek answers from the students. The teacher will say it is a "pan". Repeat the word "pan" with all the students. Invite few students to repeat.
3. Say "pin", and ask the students what the initial sound comes when we say the word "pin". Repeat /p/ with all the students. Now tell the students that the initial sound in "pin" and "pan" is the same i.e. /p/. Guide them if they make any mistake.
4. Repeat the /p/ sound with all students. Call five to six students individually to repeat.
5. Draw a picture of a "tap" on the board and point to the picture of the "tap" and ask what it is? Seek answers from the students. The teacher will say it is a "tap". Repeat the word "tap" with all the students. Call five to six students individually to repeat it.
6. Say "top" and ask the students what the initial sound comes when we say "top"? Repeat /t/ with all the students. Now tell the students that the initial sound in "tap" and "top" is the same i.e. /t/. Repeat "t" with all the students. Emphasize on the same initial sounds.
7. Display chart of words starting with same sound on the board. Point at the pictures and ask the students what it is? Seek answers and
8. tell the students that "This is a _____." Repeat these words with the students.

cup

cap



pin

pan



tap

top





CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to pronounce one syllable words and to identify words that start with same sound.



ASSESSMENT

5 MINUTES

1. The teacher will use the “activity 1 and 2” as a formative assessment to assess the students’ performance. (This will guide the teacher in pacing his/her activities, spending more or less time on one level).



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words cap, cup, tap, top, pin and pan on students’ notebooks and ask the students to practice tracing/copying the words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words.

COMMUNICATION SKILLS (ORAL AND WRITTEN)



STUDENT LEARNING OUTCOMES

- Use appropriate body language for different communicative functions.

INFORMATION FOR TEACHERS

- Oral communication has two parts: The use of language and interpersonal skills.
- If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop the students' interpersonal skills.
- Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
- It is extremely important that you model the courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
- As you practice conversation, also demonstrate use of appropriate body language for different communicative functions for example:
 - Tell them that while talking to people, do not speak while the other person is speaking wait for your turn.
 - Tell them it's polite to answer if somebody is asking some questions or wants to talk.
 - While teaching the lesson, the teacher should also consult the textbook where and when required..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing Board, emotion chart



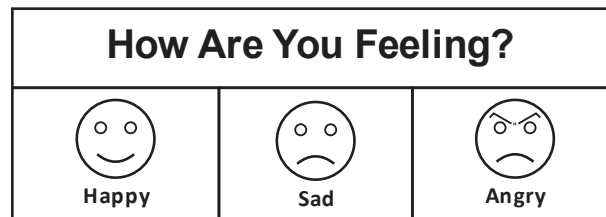
INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class cheerfully by greeting "Assalam-o-Alaikum" or "Good morning" to the students and the students will answer the greeting by saying "Walaik um Assalam" or "Good morning". Ensure that the students respond to the greeting. Make eye contact with the students while greeting the students and encourage the students to look at the teacher directly when they reply.
- Ask the students, "How are you?" and the students will answer the greeting by saying "I am fine, thank you". Ensure that the students respond to the greeting and also teach the students to ask the teacher the same question.
- Intentionally tell the students that "I am feeling happy today".
- Write "happy" on the writing board and draw a "happy face" with it.

5. Ask the students "How are you feeling today?" (Expected answers could be happy, sad and angry). If the students don't know what to reply, prompt them to express how they feel.
6. Display the pictures of emotions on the board.



7. Read the pictures of emotions to the students and ask them again how they are feeling?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Tell the students that imagine you are playing cricket with your friends and your team wins the match. How would you feel? (Expected answer: happy). Similarly, how would the losing team feel? (Expected answer: sad).
2. Now call out for role play. While role playing ensure that students follow the social courtesies learnt earlier.

Role Play:

3. Tell the students that they will now have a role play on conversation between two friends. The teacher will model a conversation by asking one student to come in front. Ensure the student takes active part in conversation, prompt if he/she does not know the answer.
 - ◇ Teacher: Assalam o' Alaikum
 - ◇ Student: Walaik um Assalam
 - ◇ Teacher: How are you?
 - ◇ Student: I am fine, thank you. How are you?
 - ◇ Teacher: I am fine, thank you. How was your football match?
 - ◇ Student: We won the match.
 - ◇ Teacher: How are you feeling?
 - ◇ Student: I am feeling happy.
 - ◇ Teacher: Can you please give me your bat?
 - ◇ Student: Yes, here it is.
 - ◇ Teacher: Thank you.
 - ◇ Student: You are welcome.
4. (Don't give them a list of sentences that will limit their responses to those fixed responses).
5. Repeat activities.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to express enjoyment while playing.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to use appropriately, common phrases and formulaic expressions in class and playground.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice these formulaic expressions and social courtesies many times with your siblings at home.
2. Continue to model the use of routine courtesies.
3. Throughout the year, continuously guide and assess students' abilities to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
4. Encourage the students to use these skills at home and to report about them in class.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

LOCATING SPECIFIC INFORMATION



STUDENT LEARNING OUTCOMES

1. Interact with text and use reading strategies (while reading) to locate specific factual information.

INFORMATION FOR TEACHERS

1. Factual information is information that solely deals with facts. It is short, non-explanatory, and rarely gives in-depth background on a topic.
2. Help students understand that whenever they are reading a text, they should be constantly noting the important details.
3. When discussing reading comprehension, think of details as the individual features, facts, or particulars in the text. These details are essential to developing reading comprehension.
4. While teaching the lesson, the teacher should also use textbooks where and when necessary..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

7 MINUTES

1. Write the following text on the board and ask students to find out the details required in the questions below:

Peshawar is the **capital** of Khyber Pakhtunkhwa. With a recorded history **since 539 B.C**, Peshawar is the oldest city in Pakistan and one of the oldest cities in the world. The city was an important **trading centre** during the Mughal Empire. The city of Peshawar has a population of 1,970,042 according to the 2017 census, making it the largest city in Khyber Pakhtunkhwa and the **sixth-largest** in Pakistan, while Peshawar District has a population of 4,269,079.

2. Ask students to work in pairs and find out the following details from the paragraph:
 - ♦ What is the **name of the capital** of Khyber Pakhtunkhwa province?
 - ♦ **Since when** the history of Peshawar is recorded?
 - ♦ What was **Peshawar's role** during the Mughal Empire?
 - ♦ Which city is the **sixth-largest** in Pakistan?
3. Give students clues about what kind of information each question is asking for (e.g., a date, a number, a name, a title, etc). Help them notice the keywords related to their required information.
4. Once they have completed the task, review the answers with the whole class. Highlight how knowing the type of required information and its related keywords helped students

find the required information quickly and easily.

5. Tell them that now they are going to practise this skill with the help of a story.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make students sit in a circle on the floor. Tell them they are going to listen to a story in English.
2. Show students the pictures and ask them to guess what the story is about by looking at the pictures.
3. Read the story once using appropriate intonation, stress, and body language (with actions) pointing to pictures, and introducing characters.

The Lion and the Mouse

A lion was sleeping in a forest. A mouse started playing with his hair. The lion was disturbed and arose from his sleep. He caught up the mouse angrily and tried to crush him. The mouse started crying and asked the lion to leave him off and promised him that he would help the lion someday. The lion laughed at the mouse and let him off.

A few days later, the lion was caught in a net spread by a hunter. He roared and tried to escape but in vain. The mouse heard the lion's roaring and came there. He started cutting the net with his teeth. The lion escaped and thanked the mouse. They became friends forever.



Activity 2:

10 Minutes

1. Ask the students to identify and name the characters in the story.
2. Then, divide the class into pairs and ask them to locate the following details in the story:
 - ◇ Where was the lion sleeping?
 - ◇ Who disturbed the lion? How?
 - ◇ Why did the lion laugh?
 - ◇ What was the lion caught in?
 - ◇ How did the mouse help the lion?
3. Once they have completed the task, allow 2 – 3 pairs to share their responses with the whole group.
4. Review the answers with the whole class. Highlight keywords and information types that helped to find the answers.
5. Appreciate students for their active participation in the activity.



CONCLUSION / SUM UP

1 MINUTES

Tell the students that today we have learnt to:

1. Understand and use the types of details to find specific information in a text.
2. Understand and use keywords.
3. Find important factual information through a story.



ASSESSMENT

5 MINUTES

1. Write the following text on the board and ask students to find the factual information required below:

- **Bees** have 5 eyes and 6 legs.
- Honey **bees** collect juices from flowering plants.
- Male **bees** in the hive are called drones and they do not have a stinger.
- Worker **bees** are females.
- Honey **bees** live in large groups called colonies.
- An average beehive can hold around 50,000 **bees**.

Questions:

- ◇ How many eyes does a bee have?
 - ◇ How many legs does a bee have?
 - ◇ What are drones?
 - ◇ What do we call a group of bees?
 - ◇ How many bees can live in a beehive?
2. Review the answers with the whole group. Check if students could make use of keywords to find the required details.



HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to:

1. Take any story and read it aloud.
2. Find key factual points in the story and list them.
3. Encourage students to go home and narrate the same story to their friends and family. Ask them to come back and report how they liked the story.

SENTENCES WITH CAPITALIZATION / PUNCTUATION



STUDENT LEARNING OUTCOMES

- Recognize and practice that words combine to make sentences.

INFORMATION FOR TEACHERS

- Sentence is key to conversation. Practice of simple construction of subject, verb object should be given to students. Its importance should also be highlighted to the students.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when required..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing Board, chart/marker and dusters.



INTRODUCTION

5 MINUTES

The teacher will:

- Mime/ act out a simple activity like, "Drink water." Ask them to tell in words what you just did, and their reply may be something like, 'Drinking water' or 'You are drinking water'; you can gently correct them if needed:
- You may refer to the lesson plan on "Action Words" and choose from those "action words" for this activity.
- Ask a student to act something while rest of the class may guess it.
- Tell the students that what they said are complete sentences; that a sentence is a set of words telling us something.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

- Write few sentences on the writing board. Ensure the words are in the students' vocabulary. Read them once with proper stress and intonation pausing after each sentence e.g. this is a fat cat. Eat your bun.
 - ◇ This is his coat.
- Ask students to repeat each sentence after you.
- Ask them to read these sentences independently, first in the same order in which they are written and then by jumbling them. Point out any sentence on the board and ask students to read it.

4. Remind the students that words combine in a certain arrangement to make a sentence.
5. Remove one word from the sentence and ask the students, 'Does the sentence make sense now?'
6. Ask the students to make sentences with the help of a substitution table, or ask them to think of substitute words for the under-lined words. So 'Open the big door' may be changed to 'Open the big car', 'Open the small door', etc.
7. The sentences may be:
 - ◇ Open the big door.
 - ◇ Brush your teeth.
 - ◇ Open your red book.
 - ◇ I eat banana.
 - ◇ Go to the door.
 - ◇ She has a green parrot.
 - ◇ Give me a long pencil.
 - ◇ This is your black goat.
8. Repeat the above activity orally and then write sentences in the students' copy for them to trace and copy.



CONCLUSION / SUM UP

3 MINUTES

1. Teacher will tell students today we have learnt that words combine to make simple sentences.



ASSESSMENT

5 MINUTES

1. Write four sentence long story on the writing board. Ask one of the students to read it properly, stopping at the full stops.
2. The four sentences may be something like:
 - ◇ Alina had a cat.
 - ◇ The cat played with a ball.
 - ◇ The ball got lost.
 - ◇ Alina got her a new pink ball.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write few sentences leaving blanks and ask students to copy them in their notebooks and fill in the blanks to complete the sentences.
2. Write short sentences in students' notebooks, leaving one line empty after each sentence where students copy the sentence adding the full stop and the capitalization.

NAMING WORDS



STUDENT LEARNING OUTCOMES

- Recognise that people and places have particular names.

INFORMATION FOR TEACHERS

- This lesson can be made interesting by showing real objects to students for better understanding. In some cases, you may show pictures of objects. But for the interest of students, you can take a basket in the class having models of some toys, fruits, and vegetables.
- While teaching the lesson, also consult the textbook at all steps where and when required.:



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



INTRODUCTION

5 MINUTES

- Begin the class by greeting the students.
- Ask students the following questions:
 - Do you know what are naming words?
 - Do you know what a person is?
 - Do you know what a place is?
 - Do you know what a thing is?
- Allow students to share their responses.
- Review their answers to each question before proceeding to the next activity.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask students to recall their learning from the previous lesson about naming words.
- Tell them that just like they have names, animals, things, and places have names too.
- Tell them that everything has a name so that we can recognise it and differentiate it from others. Ask them to think of a few names of things, persons, places, and animals. Allow a few students to share the names with the whole class.
- Display a chart having pictures of a bulb, cake, cup, car, desk, jug, lamp, mug, pen, pencil, etc. (These are mostly names of things which are the same in English as well as in Urdu).

You can bring some of these objects to class too, such as a cup, bulb, pen, and pencil.

5. Tell students again that everything has a name so that we can recognize it and differentiate it from others, therefore the name that we give to an object is called a noun or a naming word.
6. Explain to students that there are groups of naming words i.e. person, place, animal, and thing.
7. Next, review the difference between common nouns and proper nouns:
 - ◇ A noun that names a particular person, place, thing, or animal is called a proper noun. For example, Muhammad Ali Jinnah, Fatima, and Saira are names of particular persons. Similarly, Peshawar and Mardan are names of particular places.
 - ◇ A noun that gives a common name to persons, places, things, or animals of the same kind is called a common noun, e.g., man, woman, city, village, pen, marker, cat, dog, etc.

Activity 2:

10 Minutes

1. Review the concept of common and proper nouns again with the whole class.
 - ◇ Common nouns name general objects, persons, places, or animals, not specific ones. For example, the word 'car' is a common noun. There are many cars. Honda City is a particular car.
 - ◇ A name for a specific object, person, place, or animal is a proper noun. Always capitalise proper nouns.
2. Write the following sentences on the board:
 - ◇ Saira is my friend.
 - ◇ I live in Kohat.
 - ◇ I like bananas.
 - ◇ Dabgari Garden is a beautiful place in Peshawar.
 - ◇ Babar Azam is a very good batsman.
 - ◇ Rex is a strong dog.
 - ◇ I purchased a few oranges.
 - ◇ Abbottabad is a big city.
 - ◇ I was born in October.
3. Ask students to work in pairs and identify the types of nouns in these statements.
4. Once the pairs have completed their task, review the answers with the whole class.
5. Appreciate students for their active participation.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt that people, places, actions, and things have particular names and they can be grouped accordingly.
2. Names of particular persons, places, things, and animals are called proper nouns.
3. Proper nouns are always capitalised.



ASSESSMENT

5 MINUTES

1. Ask students to name few objects (a person, place, animal, and thing) from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.

2. Ask them to make a list of proper nouns from among the nouns they found from the classroom environment.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to draw a picture of an animal/bird and a thing in their notebooks.
2. Name it and tell whether it is a common noun or a proper noun.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

QUESTIONS AND PUNCTUATION MARKS



STUDENT LEARNING OUTCOMES

- Use questioning words: who, what, where, when, and why.
- Comprehend and respond to simple wh- questions.
- Use am, is, are in short sentences to identify and describe a person, place, and thing e.g I am.
- Recognise and use a full stop at the end of a statement.
- Recognise and use a question mark at the end of a question.

INFORMATION FOR TEACHERS

1. Punctuation marks play a key role in written expressions like, “slaves, not friends” or “slaves not, friends”.
2. Questions are asked to get information that there are 5 WH-Questions i.e. What, When, Who, Where, and Why.
3. Intonation is the way the pitch of your voice goes up and down as you talk or recite something.
4. Point out the punctuation. Explain that question mark (?) helps us in recognizing a question.
5. While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, charts of Wh-Questions, textbook, marker/ chalk, etc.



INTRODUCTION

5 MINUTES

1. Ask students if they meet a stranger, what three questions would they like to ask?
2. Seek students' responses.
3. Tell them questions are used to get information so today we will discuss about the Wh-questions.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Ask the students to answer the following Wh-questions. Tell them that you are going to ask something and they will answer. The teacher may write these questions on the writing board.

The questions are:

- ◇ What is your name?
 - ◇ Who is your best friend?
 - ◇ Where, is your school?
 - ◇ When is your birthday?
 - ◇ Why are you happy?
2. These questions help the students understand the function of question words. Use proper intonation for questions. Help them see the difference in the way we read a sentence that ends with a full stop and one that ends with a question mark.
 3. Point out the punctuation mark.
 4. Ask/tell them why is there no full stop at the end of this sentence.
 5. Ask a few students to further ask “what”, “when”, “who”, “where” and “why” questions.



CONCLUSION / SUM UP

3 MINUTES

1. We learnt today the use of questions of “what”, “when”, “who”, “where” and “why” questions.



ASSESSMENT

5 MINUTES

1. Make pairs among students and ask the following questions.
 - ◇ What is your name?
 - ◇ What is in your hand?
2. Repeat the activities three to four times among pairs of remaining students for reinforcement.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write only one sentence of “what” question in their notebook and write the response of the question.
2. For all ‘wh’ question activities, encourage students to create their own questions and ask the rest of the class.
3. Encourage students to use two kinds of ‘wh’ questions together, for example ‘What is in this big blue box? Who brought it here?’
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

ACTION WORDS



STUDENT LEARNING OUTCOMES

- Read common naming and action words and match with pictures.
- Physically respond to, and use some common action words.

INFORMATION FOR TEACHERS

1. Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence, telling what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, have one verb.
2. When learning the rules of grammar, students are often taught that verbs are 'doing/ action' words, signify the part of the sentence which explains the action taking place.
3. It is important that you bring a lot of energy to the class. Don't feel shy in acting things out. If students see you perform these tasks with enthusiasm, they too will feel excited.
4. Introduce common action words with Total Physical Response Method (TPR).
5. Consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing boards, charts with different activities, flash cards, texts/other print resources.



INTRODUCTION

5 MINUTES

1. Begin the class by greeting "Good morning/ Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam".
2. Ensure that the students respond to the greeting properly.
3. Display the chart on the board and ask the students to look and say, what's on the chart (expected answers, action).
4. Ask the students what does "action" mean? Seek answers from the students.
5. Tell the students that action can be something that we do/perform.



walk



stand



jump



run



wash



eat



drink



sit



read



write



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Build on the introduction activity and tell the students that the words we use to describe an action are action words. Anything you do is an action.
2. Ask the students to have a look at the first picture (introduction chart) and tell what is happening in the picture.
3. The students will respond in Urdu by saying walk or walking. Do not discourage them and tell them that it is called walk.
4. Write "walk" on the board and repeat all letters of walk like, W A L K with the students. Say the word while performing it yourself. Call a student over to and ask him to walk. Make the student repeat "walk" with you several times.
5. Ask the students to have a look at the second picture and tell what is happening in the picture.
6. The students will respond in Urdu by saying stand or standing. Do not discourage them and tell them that it is called "Stand" in English. Write "Stand" on the board and repeat all letters of stand like, S T A N D with the students. Call a student over to yourself and ask him to "stand". Make the student repeat stand with you several times.
7. Repeat the same practice with "jump", wash and "run".

Activity 2:

10 Minutes

The teacher will:

1. Tell the students that we are going to play a game called Charades.
2. Give instructions:
 - ♦ There will be two teams.
 - ♦ One player from a team will be given an action word and that player will act out the word trying to get his teammates to guess it.
 - ♦ The player acting out the verb may not talk.
 - ♦ That player must just use actions.
 - ♦ The team members must raise hands to guess. Give three chances of guessing then the other team can guess.
3. Pick an action from the chart displayed during introduction and act it out for the students to guess (as an example). Don't give any verbal cues when you do this. Make your actions exaggerated so that students can easily guess. Don't tell the students they are wrong even if they give the answer in Urdu at this point. Just tell them the English word if they don't know it.
4. Place the students in two teams. Ask the students to choose the words from the chart displayed. If a student is unable to read a word, whisper it to him/her. Start with the confident students from each team who are not nervous about performing in front of the class. This activity gives shy students an opportunity to get motivated.
5. Repeat activity a couple of times..



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt and recognized action words.



ASSESSMENT

5 MINUTES

1. Say a few action words like driving, sleeping, running and ask the student randomly to perform it in action.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to draw picture of an action they like doing.

Brain-storm:

2. Ask students about things they love doing, and put them on the board. If they don't know the English word, use the Urdu one, gently help them learn the English word.
3. Also ask them about things they wish they could do (drive, dance, swim, fly, etc.).
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

USE OF ARTICLES WITH PLURAL NOUNS



STUDENT LEARNING OUTCOMES

- Recognise that plural nouns do not take articles “a” or “an”.

INFORMATION FOR TEACHERS

- Nouns have two number forms i.e., singular and plural.
- Regular plural nouns are formed by adding -s or -es at the end.
- We use articles (a, an, or the) with a singular noun.
- We do not use articles (a, an) with a plural noun.
- Article (a) is used before singular nouns starting with consonant sounds.
- Article (an) is used before singular nouns starting with vowel sounds. i.e. (a-e-i-o-u).
- Use real objects and especially classroom items to make the students understand the concept that plural nouns do not take articles ‘a’ or ‘an’.
- Try to engage students actively in the learning process.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Show a pencil to students and ask this question:
 - What is this?

Expected Answer: A pencil.
- Now, show more than one pencil and ask this question:
 - What are these?

Expected answer: Pencils.
- Recall the definition of a noun. i.e., a noun is a naming word and refers to a person, place, thing, or animal.
- Next, tell students that we use ‘a’ or ‘an’ when we talk about a singular noun e.g., a pen, an egg, or a chair. But we do not use ‘a’ or ‘an’ with nouns when we talk about more than one. Instead, we use -s, or - es with the singular noun to make it plural.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Recall singular/plural forms of a few nouns i.e., book/books, egg/eggs.
2. Write the following words on the writing board:
pencil, books, apples, table, fan, slates, colours, chair, walls, window
3. Divide the class into pairs.
4. Tell students to first think about the words written on the writing board and then find out which noun might take 'a' or 'an'.
5. Ask them to turn towards their partners and share their answers with each other.
6. Tell students to make two columns, in column 'A' write nouns which take 'a' or 'an' and in column 'B' write nouns which do not take 'a', or 'an'. (hint : Nouns with -s, -es ending do not take 'a', 'an')

Activity 2:

10 Minutes

1. Write/draw the following nouns on the writing board:
apples, pencil, balls, book, bananas, cups, glass
2. Tell students that when you point to a noun, they will stand up if the noun takes an 'a' or 'an', and keep seated if the noun does not take 'a' or 'an'.
3. After going through all the words invite some students randomly to come up and write an 'a' or 'an' with singular nouns.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Nouns have two number forms i.e., singular and plural.
2. Regular plural nouns are formed by adding -s or -es at the end.
3. We use articles (a, an, or the) with a singular noun.
4. We do not use articles (a, an) with a plural noun.



ASSESSMENT

5 MINUTES

1. Write the following words with the instruction on the writing board:
 - ◇ an apple / a apples
 - ◇ a pen / an pen
 - ◇ a charts / charts
 - ◇ a book/book
2. Ask students to write the correct option in their notebooks.
3. Speak out each option one by one and ask students to raise their hands for the correct answer.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find 10 nouns that take an 'a' or 'an'.
2. Share the findings in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

WRITING NUMBERS 1 – 10



STUDENT LEARNING OUTCOMES

- Write numbers from 1 to 10 in words.

INFORMATION FOR TEACHERS

- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects with numbers from 1-10 in words.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class by saying “Assalam-o-Alaikum/Good morning” to the students and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting.
- Ask the students how many legs a dog, cat etc. has?
- Ask how many eyes do you have?



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Write numbers from 1 to 10 in words (To be started when students learn one syllable words).
- Show a chart having 1-10 objects with numbers in words.
- Ask the students to count the objects and help them read the number in words.
- Ask the students to copy the numbers in words.
- Ask the students to learn the spelling and write the numbers in words.
- Show pictures with different number of objects; ask students to write correct numbers in words.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt writing numbers 1-10 in words.



ASSESSMENT

5 MINUTES

Ask the students following questions orally:

1. How many fingers do you have in one hand?
2. How many fingers do you have in both the hands?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the numbers 1-10 in words in your notebooks.
2. Throughout the year, continuously ask the students to count different objects in classroom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE (CALENDAR)



STUDENT LEARNING OUTCOMES

- Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.

INFORMATION FOR TEACHERS

1. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
2. Make maximum use of toy boxes, food labels and wrappers while teaching the lesson..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, toy boxes, food labels and wrappers.



INTRODUCTION

5 MINUTES

The teacher will:

1. Bring yourself or ask the students to bring food labels, toy boxes, advertisements, wrappers, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Give the students food labels, for example, a packet of juice or packet of sweets. Ask the students to try and read the words they already know. If they do not know, help them read it.
2. Arrange a competition as who will read maximum number of words on the food labels. This activity will encourage the students to read day-to-day material found around them.
3. Ask the students to follow above given procedure by reading toy boxes, advertisements, etc. (Tell them to read words on different things when they go to the market).
4. Show pictures of supermarket shelves, currency etc. ask them to read names of things.
5. Ask them to trace some names, draw and colour pictures.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to read few familiar words written on wrappers/boxes of edible items.



ASSESSMENT

5 MINUTES

1. Display a few more wrappers/boxes of edible items and ask the students to guess the word written on them.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to copy words written on snacks / biscuit boxes / wrappers they like most on their notebooks.
2. Throughout the year, continuously ask the students to read names written on wrappers/ boxes of edible items.

ONE-SYLLABLE RHYMING WORDS



STUDENT LEARNING OUTCOMES

- Identify one-syllable words that rhyme.

INFORMATION FOR TEACHERS

- Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
- A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by clapping the 'beats' in words. Another way to describe a syllable is a 'mouthful' of a word.
- You can often find the syllables in a word if you notice when you open and close your mouth as you pronounce the word. Touch your chin as you say the word 'elephant'. How many times did your chin drop? You probably pronounced the syllables like this: 'e-le-phant' and your chin would have dropped three times. Here are examples of syllables within words:
 - 'lake' – has one syllable
 - 'pa-per' – has two syllables
 - 'en-er-gy' – has three syllables
 - 'cal-cu-la-tor' – has four syllables
 - 'comm-u-ni-ca-tion' – has five syllables
 - 'res-pon-si-bi-li-ty' – has six syllables
- When different words give similar ending sounds, they are called rhyming words, e.g., pen, ten, and hen..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following word on the writing board and pronounce it loudly.
 - bat
- Ask students to repeat the word after you loudly.
- Now break the word like this and pronounce it loudly.
 - b-at
- Then, tell students that the word bat has one syllable.
- Explain the concept of syllables to students (see information for teacher).
- Tell them to touch their chin to feel the syllables by the movement of the chin.
- Now write these words on the writing board:

◇ bat, see, cat, on, hat

8. Tell students to pronounce these words loudly and identify words that are giving similar ending sounds.
9. Take responses from some students.
10. Now explain to students that when different words give similar ending sounds, they are called rhyming words.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

1. Read the following poem and help students identify the rhyming words i.e. rat, fat, cat, etc.

**Once there was a rat
The rat was very fat.
Fat rat lived in my brother's hat,
My brother did not like that.
He called a black cat,
To scare the rat.
Fat rat saw the black cat,
He was very afraid of that.
The fat rat left the hat,
My brother was very happy about that.**

2. Ask students to repeat the words that rhyme.

Activity 2:

10 Minutes

1. Write the following words on the writing board:
cat, sell, cow, wing, well, sat, now, sing, fall, how, tall, tell, king, ball, bat
2. Divide the class into pairs.
3. Tell them that there are different one-syllable rhyming words in the given list.
4. Tell pairs to pronounce each word aloud and to find its rhyming word. List the rhyming words formed on a piece of paper.
5. Tell pairs to exchange their work with another pair.
6. Invite 3 – 4 pairs to come up and pronounce the rhyming words. Other students will listen and give their feedback by showing thumbs up on correct rhyming and thumbs down on incorrect rhyming.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. One syllable word involves one pulse of the voice.
2. When the words have the same ending sounds they are called rhyming words.



ASSESSMENT

5 MINUTES

1. Tell students to recall the rhyming words they have learnt in this lesson.
2. Invite a few students randomly to say these words.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out ten one-syllable rhyming words.
2. Tell them to share their work in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

6

USE OF 'AM', 'IS', AND 'ARE'



STUDENT LEARNING OUTCOMES

- Use 'am', 'is', 'are' in short sentences to identify and describe a person, place, and things e.g., I am.

INFORMATION FOR TEACHERS

- Use real-life examples and situations to teach this concept.
- For a person, you can refer to yourself and a student.
- For place, you can refer to different places in the school and around.
- For things, you can refer to different objects in the classroom.
- Involve students in the process of making sentences with 'am', 'is', and 'are'.
- Refer to relevant units/exercises in the textbook..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, chart, textbook, etc.










INTRODUCTION

5 MINUTES

- Ask the following questions from students. Use body language/ gestures as well. i.e., point towards the object/ person/ place you are talking about:
 - Who am I?
Expected Answer: "Teacher" or "You are a teacher.", or "You are sir/madam."
- Now say this sentence: "Yes, I am a teacher."
- Next, invite a student to come up, point towards the student, and ask the class:
 - Who is he/ she?
Expected Answer: Student or his/her name.
- Now say this sentence: "Yes, He/she is a student." or He/ She is [name of the student]."
- Now point towards the chairs and ask this question?
 - What are those?
Expected Answer: Chairs.
- Now say this sentence: "Yes, those are chairs."
- Tell students that they are going to practice using is, are, and am in short sentences.

**Activity 1:****10 Minutes**

1. Make a chart of the following worksheet and ask students to match the correct columns.

Columns A	Column B
It is a pencil.	
He is a teacher.	
They are students.	
These are chairs.	
This is a classroom.	
This is a writing board.	
This is a picture of Quaid-e-Azam.	

2. Paste the chart on the front wall of the classroom.
3. Ask students to work with a partner to match the sentence with the correct pictures.
4. Review the answers with the whole class.

Note: If printout or drawing is not possible, cut pictures from newspapers, magazines and paste them on the chart.

Activity 2:**10 Minutes**

1. Make 4 sets of flashcards of the following words. Each set will consist of the following words.
 - ◇ Is, are, am (03 each)
 - ◇ He, it, I, they, those, this (02 each)
 - ◇ Doctor, students, book, boy, chairs (01 each)
 - ◇ a, an (5 each)
2. Divide the class into four groups and assign group leaders.
3. Provide them flashcards.
4. Tell students to use these flashcards and make as many short sentences as they can make.
He + is + a + boy.
5. Next, invite each group leader to come up and present their sentences to the whole class.

**CONCLUSION / SUM UP****3 MINUTES**

6. Conclude the lesson by reviewing the following table with the whole class:

am	Used with 'I' e.g., "I am a teacher." Or "I am reading a book."
is	Used with singular nouns/ pronouns e.g., "Ali is a brave boy." Or "This is a car." Or "She is writing." Or "Peshawar is our city."
are	Used with plural nouns/ pronouns e.g., "The streets are busy." Or "Birds are flying" or "Those are tables." Or "They are playing."

**ASSESSMENT****5 MINUTES**

1. Ask the following questions from the whole class. Point towards the objects/ persons referred to in the questions:
 - ◇ What is this?
 - ◇ What are those?
 - ◇ Who is he?
2. Students might answer like: This is a book. Those are fans, etc.
3. Ask questions from as many students as possible.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Give students the following words to make sentences by using is, are, and am as a home assignment:
computer, car, brother, gate, keys, doors, toy, bicycles, balls, notebook.
2. Tell students to take help from their parents or siblings when needed.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

DESCRIBING WORDS



STUDENT LEARNING OUTCOMES

- Use some describing words showing size.

INFORMATION FOR TEACHERS

- Describing words are those words that are used to describe any characteristic, quality, aspect, size, colour, etc. of a thing, person, or place like big, small, sunny, rainy, open, close, hot, cold, long, sort, empty, full, etc.
- Describing words may be chosen from the school/home environment.
- Use the textbook whenever required to give examples..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, charts, English textbook for Grade-1, English dictionary, worksheet, etc.



INTRODUCTION

5 MINUTES

- Show two books to students, one English dictionary and the other, a Grade-1 English textbook.
- Ask students which book is heavy. Dictionary or Grade-1 English book? (Possible response: English dictionary).
- Now ask students: Which book is light? (Possible response is Grade-1 English book)
- Tell students that the words “heavy” and “light” describe a certain quality of the books and these words are called describing words.
- Next, draw a small box and a big box on the board. Ask students to talk about their size, i.e., big and small.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask a student to stand in front of the class.
- Now, ask another student to loudly tell the colour of his/her hair to class fellows (possible response may be black or brown).
- Point to a tall and a short tree in the school and ask students to talk about their sizes.
- Next, review the definition of adjectives with students. Say, “Adjectives are words that describe nouns.”
- Ask, “Do you remember what a noun is?”

6. Allow a few students to respond, and say, "Yes! Nouns are words for people, places, or things."
7. Tell students that adjectives usually come before the nouns they describe. Write the following examples on the board:
 - ◊ Tall man
 - ◊ Round ball
 - ◊ Funny boy
 - ◊ Cute kitten
 - ◊ Tiny ladybug
8. Tell students that all of the underlined words are adjectives! Adjectives can describe people, places, or things.
9. Next, ask students to work in pairs and look at the examples written on the board to find out the adjectives that describe the 'size' of the noun.
10. Give them a couple of minutes for this. If nobody can respond, review the answers with the whole class so that everyone understands (tall, and tiny). Give a few more examples of adjectives that describe size.
11. Now, review the concept of adjectives with the help of the following song (sing it with students or play on a device. This song is available on Kathleen Wiley's English: Sing Your Way to Easy Learning)

An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
Let's see what we can do now...

Let's take dog...
It's a PRETTY dog..
CLEAN dog, a DIRTY dog...
MEAN dog and NICE dog..
LONG, TALL, SHORT, FAT, SKINNY dog.

An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
Let's see what we can do now...

Let's take swing..
It's a SAFE swing...
HIGH swing... UNSAFE swing.
LOW swing...and a ROPE swing..
CHAIN swing, WOOD swing..STICKY swing...

An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
Let's see what we can do now...

Let's take boy...
He's a FINE boy
SWEET girl...
A KIND girl...
A HAPPY family we see
TRUSTING, LOYAL family.

An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
An ADJECTIVE describes a noun
BIG, SMALL, TINY, FUZZY nouns.

Activity 2:**10 Minutes**

1. Display the following chart on the board:



2. Ask students to name the things shown in the pictures.
3. Don't discourage them if they name the pictures in Urdu or the local language.
4. Now, ask students which animal is big? (Correct response is: elephant).
5. Ask students which animal is small? (Correct response is: rabbit).
6. Ask students which object is hot? (Correct response is: the sun).
7. Ask students which object is sweet? (Correct response is: candy/toffee).
8. Ask students which object is sour? (Correct response is grapes).
9. Ask students which object is cold? (Correct response is ice).
10. Keep on noting their responses on board.
11. Tell students these words are called describing words or adjectives.

**CONCLUSION / SUM UP****3 MINUTES**

1. Tell students that today we have learnt about describing words, which are words used to describe a person, thing, or place and are also called adjectives.

**ASSESSMENT****5 MINUTES**

1. Ask students to identify the related nouns in the classroom or from their textbooks for the following describing words:
big, small, tall, short, thin, thick, large, little, tiny

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to copy the describing words used in the textbook activity.
2. Prepare a list of commonly used describing words on a chart and hang it in the class-room.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

ITEM OF SIMILAR CATEGORY



STUDENT LEARNING OUTCOMES

- List items of similar category from given text.

INFORMATION FOR TEACHERS

- List items on the basis of their characteristics/ features (state, identity, class or behavior) like, stationery, fruits, vegetables, furniture etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when required..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chart, pictures of fruits and vegetables / Writing board.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class by greeting with “Good morning” to the students and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
- Write the words banana, apple, mango, grapes and guava on the board and read the words. The teacher will say the words and will ask the students to repeat the word. Invite few students to repeat.
- Tell the students that all these words belong to the same family/category i.e. fruit category.
- Tell the students that we come across different things in our daily life. For example, we use different fruits and vegetables. Today we are going to learn sorting items into categories based on how they are the same.



DEVELOPMENT

20 MINUTES

Activity 1:

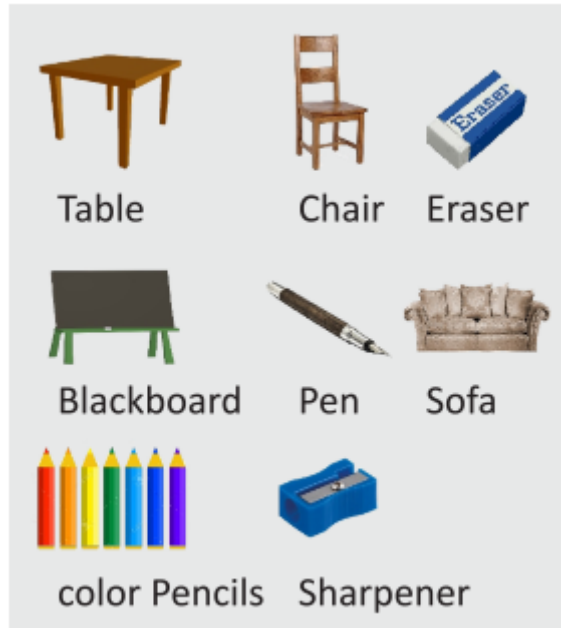
10 Minutes

The teacher will:

- Display the chart of different items on the board and ask the students to identify them.
- Ask the students one by one to tell the items of furniture. On correct answer the teacher

will tick the item on the chart.

- Repeat the same process for stationery items and will ask the students to identify the stationery items one by one. On correct answer the teacher will tick the item on the chart.
- Tell the students that there are two categories of items. In category 1 furniture items (table, chair, black board, sofa) and in category 2 stationery items (eraser, pen, color pencil, sharpener).















Furniture	Stationery

Activity 2:

10 Minutes

The teacher will:

- Display the following chart on the writing board.
- Ask the students to come one by one to the writing board and tick one of the fruit items from the chart.
- Now ask the students to come one by one and identify one of the vegetable item on the chart.
- Tell the students that the vegetable items which are ticked on the chart are: tomato, onion, turnip, brinjal, carrots and potato.
- Also tell the students the fruit items which are ticked on the chart are: apple, banana, grapes, mango, water melon and strawberry.

Apple  سیب	Onion  پیاز	Grapes  انگور
Tomato  ٹماٹر	Banana  کیلا	Turnips  شامبم
Carrots  گاجر	Potatoes  آلو	Water Melon  تربوز
Mango  آم	Brinjal  بیٹنن	Strawberry  اسٹرابیری



CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt how to list different categories of objects.



ASSESSMENT

5 MINUTES

1. Ask some of the volunteer students to tell names of two items of similar category (vehicles / utensils / foods etc.)



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write names of five different vehicles in their notebooks.
2. Throughout the year, continuously ask the students to go and touch items of similar category that has been displayed in the class. Allow them to get excited, run around looking for the word.

ORAL COMMUNICATION (PARTICIPATION AND TURN-TAKING)



STUDENT LEARNING OUTCOMES

- Demonstrate the use of common conventions and dynamics of oral interaction in a group to participate in a conversation and to take turns.

INFORMATION FOR TEACHERS

1. Involve students in active communication.
2. Make them realize they should wait for their turn when speaking.
3. They should wait until another person has spoken.
4. Engage students in discussions and dialogues.
5. While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

6. Ask the following question from students:
What is your name? (Several students are likely to answer at once and at a time.)
7. Now, tell students that if you want to answer someone or want to be a part of a conversation, wait for your turn to answer.
8. In the classroom, they should raise their hands and wait for their turn to speak.
9. Also, tell them that taking turns in conversation helps the conversation to go on smoothly and everyone can understand what others are saying.
10. Similarly, it is important to participate in a conversation or discussion to express your opinion or share your ideas.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make two groups of students and select a group leader in each group.
2. Give the following discussion starters to the group leader:
 - ♦ Assalam-o-Alaikum, I live in Peshawar, where do you live?
 - ♦ I like to play cricket. Which sports do you like?
 - ♦ I love to eat rice. What food do you like?
3. The group leader will ask the given questions from the group. Instruct the group leaders

secretly as follows:

- ◇ Group A: Tell your members to answer questions at once and at a time – without taking turns.
 - ◇ Group B: Tell your members to first raise their hands and then answer the questions at their turns.
4. Instruct the whole class that they will observe the conversation of both groups and notice any difference in the way they talk.

Activity 2:

10 Minutes

5. Divide the class into four groups.
6. Select a group leader in each group and ask them to start a conversation about the assigned topic.
7. Give them the following topics:
 - ◇ Best things about our school
 - ◇ The problems in our village/ town/ city
 - ◇ TV is good or bad
 - ◇ The best places in our village/ town/ city
8. Move around and observe the conversation/ discussion in different groups.
9. Observe passive students and engage them in the discussion.
10. Keep reinforcing that students should take turns during a conversation by raising hands.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. We should take turns while interacting and participating in active conversation.
2. The benefit of turn-taking is that it will keep the conversation smooth and understandable.



ASSESSMENT

5 MINUTES

1. Assess students through their performance in the previous activities.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice turn-taking in their conversations at their homes.
2. Tell them that they will be observed in upcoming classes' about turn-taking in their conversation.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE



STUDENT LEARNING OUTCOMES

- Arrange a list of words in alphabetical order.

INFORMATION FOR TEACHERS

1. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
2. Ensure that students have learnt numbers from one to thirty (in words).
3. While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, charts with different activities, flashcards, texts for more practice.



INTRODUCTION

5 MINUTES

The teacher will:

1. Bring cut-outs of letters a, b, c, d to class. Line them up in their correct sequence.
2. Then mix them up and ask students' to help in putting them back in order

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Explain to the students how to organise words using the natural sequence of the letters of the alphabets. Revise the alphabet orally and provide chart/list of the alphabet for recap.
2. Write a list of words that are in the students' reading and writing vocabulary on the blackboard and ask them to arrange the list in alphabetical order. The list may be: cake, desk, apple, fan, bat, egg.
3. Ask the students to look at the first letter of every word, circle it and write it on a side of the worksheet e.g. c, d, a, f, b, e.
4. Help the students to see which letter comes first, second and so on in the alphabet list.
5. Using this cue, the students may come to the blackboard and write the words using the alphabetical order; apple, bat, cake, desk, egg, fan. (With one student writing one word only) Practice this activity a couple of times with each student using the blackboard.
6. Give similar practice on worksheets / notebooks.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to arrange list of words in alphabetical order.



ASSESSMENT

5 MINUTES

1. Ask orally which word comes first, cake or desk, apple or ball, cat or bat.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write names of their close friends in alphabetical order.
2. Throughout the year, continuously ask the students to arrange classroom article in alphabetical order.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

BRAINSTORMING



STUDENT LEARNING OUTCOMES

- Brainstorm to gather ideas for various activities/tasks.

INFORMATION FOR TEACHERS

1. Brainstorming is an important technique to gather ideas.
2. Help students to brainstorm by engaging them in activities using real-life situations.
3. Give students practice in brainstorming ideas and then listing those ideas in mind maps, lists, and spider diagrams, etc., from time to time during various lessons.
4. Tell students to be creative and generate as many ideas as possible.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Bring a toothbrush in the classroom and show it to the students and ask the following question:
 - ◊ What is this?
Expected answer: Toothbrush.
2. Now ask this question:
 - ◊ Why do we use a toothbrush?
Expected answer: To clean our teeth.
3. Ask the students to discuss in pairs and think of some alternate uses of a toothbrush.
4. Draw a spider diagram on the writing board. (Make a large circle in the centre and small circles with branches around the large circle).
5. Take responses from the students and add them to the spider diagram.
6. Share with students that they are going to think and generate ideas for “Planning for a picnic” in the upcoming activities.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

1. Divide the class into small groups, depending upon the class size.
2. Select a group leader for each group.
3. Tell students that they are going to plan for a picnic.
4. Each group will make their own plan using the following guiding questions (written on the board):
 - ◇ Where should we go for a picnic? Why that place?
 - ◇ How will we get there? (in a bus, train, etc)
 - ◇ How will we arrange food? What will we eat?
 - ◇ What activities will we do there?
 - ◇ What time should we leave? What time should we come back?
5. Give students a quick and brief explanation of these questions.
6. Tell students to make a list of their ideas to share with the whole class later.
7. As the groups work, move around and provide guidance and feedback when and where required.

Activity 2:

10 Minutes

1. Tell students to stay in the same groups.
2. Tell them that they are going to decorate their classroom next week to make it more beautiful.
3. Ask the groups to think of as many ideas as possible to decorate their classroom beautifully.
4. If a group is struggling, help them by giving a few clues, e.g., display student drawings of the Pakistani flag, map of Pakistan, eid cards, etc; bring a few indoor plants for the classroom, paint the walls, etc.
5. Once the groups have completed the task, invite the representatives from each group one by one to share their ideas with the whole class.
6. List the ideas that can be implemented. Ask students to brainstorm a day and time to decorate their classroom. Also, brainstorm who will do what.
7. Announce the finalized plan and tell students to prepare for it during this week.
8. Appreciate them for great ideas!



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. We brainstorm to gather ideas about different tasks and activities.
2. We can list our ideas to organise them later.
3. Brainstorming helps us create and generate ideas when we want to write on a topic.
4. Tell students to use this technique as the first step of their writing tasks.



ASSESSMENT

3 MINUTES

1. Tell students to individually think of ideas on how they will spend if they have Rs.500? Ask them to list at least 4 – 5 ideas.
2. Randomly ask a few students to share their ideas with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to plan a birthday party. Ask them to do the following as a home assignment:
 - ◇ List ideas
 - ◇ Write a few simple sentences to describe their plan
2. Ask students to work with their family members to brainstorm for an upcoming family event (e.g., a wedding, a birthday, Eid, or a picnic, etc), list the ideas, and then organise them.
3. Share the list in the next class.
4. Assign students to do the relevant activities/ exercises from their textbook as homework..

PARTS OF THE BODY



STUDENT LEARNING OUTCOMES

- Recognise the different categories of some parts of the body.

INFORMATION FOR TEACHERS

- The human body is a gift of Allah, make students aware of this blessing from Allah.
- Demonstrate parts of the body by practically involving students.
- Make students practice at least 10 parts of the body.
- Focus more on practical demonstration.
- Involve students in pair and group work.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Either sing or play the following nursery rhyme and ask students to listen and observe. Use gestures and touch each part of the body mentioned in the song.
 Head, shoulders, knees, and toes
 Knees and toes
 Head, shoulders, knees, and toes
 Knees and toes
 And eyes, and ears, and mouth, and nose
 Head, shoulders, knees, and toes
 Knees and toes
- Now, sing the rhyme again with gestures and ask students to copy you. Repeat it twice or thrice.
- Next, invite 2 – 3 students randomly to come up, sing and act individually.
- Explain to the students the importance of parts of the body and tell them that today they are going to learn about parts of the body.



DEVELOPMENT

24 MINUTES

Activity 1:

10 Minutes

- This game is a 'Simon Says' type game but uses the word 'please' instead of 'Simon says'.
- Ask all students to stand up.

- Before playing the game, practice following the instructions.
- Tell students to listen to your instructions and do as you say. For example, you might say 'Touch your nose.' and the students should touch their nose with their finger.
- Practice a few more times until the students can easily follow your instructions.
- Now, tell students to do as you say only if you say the word 'please'. i.e., 'Touch your nose, please.', 'Touch your head, please.', etc. If you don't say the word 'please' and a student still does the action, then that student loses the game.
- Play it for the following parts of the body:
 - shoulders, knees, toes, eyes, ears, mouth, nose
- Appreciate students for their active participation in the activity.

Activity 2:

14 Minutes

- Draw a simple sketch/diagram of the human body. Focus on the following body parts: shoulders, knees, toes, eyes, ears, mouth.
- Write the following missing information statements on the side of the writing board:
 - Number of eyes -----
 - Number ears -----
 - Number of knees-----
 - Number of shoulders-----
 - Number of mouths -----
- Divide the class into pairs.
- Tell students to first observe the parts of the body sketch on the writing board. Then try to find missing information for given statements, written on the side of the board i.e.
 - Number of eyes: 2.
- Now, tell students to turn to a partner and share their answers with each other. Give them 05 minutes.
- After the sharing and discussion invite a few pairs randomly to come up and share their answers with the whole class.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

- Our parts of the body are a gift from Allah. We should take care of them and keep our bodies healthy and clean.
- We should know the names of parts of the body.



ASSESSMENT

2 MINUTES

- Tell students that you are going to touch different parts of the body and they should say the name of that part of the body.
- Next, tell them that now you will touch a certain part of the body and say its name; if you say the correct name, all students will clap. If you say the wrong name for it, all students will wave their left hand.



HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to find and practice 5 more parts of the body at their homes. They can take help from their parents.
- Draw and label the parts of the body and share them in the upcoming class.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

SENTENCES WITH CAPITALISATION / PUNCTUATION



STUDENT LEARNING OUTCOMES

- Apply capitalisation to the initial letter of the first word of a sentence.

INFORMATION FOR TEACHERS

1. Sentence has some rules of punctuation and construction. Talk about them briefly. Write a sentence on the board containing mistakes. Correct it by defining each sentence structure point clearly and loudly.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
3. Build on new activities that students have already learnt.
4. While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook and duster.



INTRODUCTION

5 MINUTES

The teacher will:

1. Tell students it is important to write legibly for conveying a message.
2. There are certain rules which should be followed to convey our writing message to others



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Introduce the activity by writing few simple sentences learnt earlier e.g.
 - ◇ i am a boy
 - ◇ you are a teacher
2. Write few simple questions on the board:
 - ◇ do you like ice-cream
 - ◇ are you feeling bored
 - ◇ how are you
3. Invite few students to identify mistakes in the sentences.
4. Most of the students will point out capitalization mistakes.

5. After getting students' input, display punctuation marks flash cards for:
 - ◇ Questions mark (?)
 - ◇ Period / full stop (.)
6. Now explain students besides capitalization, we have to use certain signs, called punctuation marks for writing correct sentences.
7. Ask them to insert (?) or (.) at the end of above written sentences.
8. Finally explain them that (?) mark is placed at the end of sentences asking for some information and (.) is placed at the end of sentences giving information.
9. Provide feedback by putting (?) or (.) correctly to the above written sentences.

Activity 2:

10 Minutes

The teacher will:

1. Read three (3) sentences to the students, stressing on how we stop when we reach to the end of one sentence, take a breath and then go on to the next one.
2. Tell them that we show this stop and breathe by putting a little dot (.) called full stop.
3. Provide sentences with correct capitalization of first letter of the sentence and a full stop at the end for students to see.
4. Write sentences on the board without capitalizing the first letter of the sentence and a full stop at its end.
5. Ask the students to capitalize first letter of the sentence and put a full stop at the end.
6. Ask the students to read the text observing spaces, capitalization, punctuation and spellings.
7. Write some more sentences on the board without capitalizing and without full stops.
8. Ask the students to copy these on their notebooks, using the capital letter at the beginning and adding the full stop at the end.



CONCLUSION / SUM UP

2 MINUTES

1. We have learnt to insert punctuation marks (?) and (.) at the end of sentences and certain words to be written with capital letters.



ASSESSMENT

5 MINUTES

1. Ask students orally what sign is placed at the end of sentences asking for information.
2. Which words are capitalized in a sentence?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to insert (?) or (.) at end of given simple sentences.
2. Write short sentences in student's notebook, leaving one line empty after each sentence where students copy the sentence adding the full stop (.) and question mark (?) at the end of each sentence.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE (CALENDAR)



STUDENT LEARNING OUTCOMES

- Write dates and captions on top of the page.

INFORMATION FOR TEACHERS

- While teaching the lesson, the teacher should also consult the textbook at all steps where and when required.
- Make maximum use of calendar while teaching the lesson.
- Ensure that students have learnt numbers from one to thirty (in words)..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, charts with different activities, flashcards, texts for more practice. A large copy of a calendar (preferably updated).



INTRODUCTION

5 MINUTES

The teacher will:

- Tell students it is important to do our work in time. Calendar is helpful in scheduling our activities. We can also remember important events, using dates given on a calendar.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Display an enlarged calendar on the writing board.

2019 CALENDAR

JANUARY 2019	FEBRUARY 2019	MARCH 2019	APRIL 2019
Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MAY 2019	JUNE 2019	JULY 2019	AUGUST 2019
Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
SEPTEMBER 2019	OCTOBER 2019	NOVEMBER 2019	DECEMBER 2019
Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Sun Mon Tue Wed Thu Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

- Point to the days and date on the calendar and ask students, what is the date today?

JANUARY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	➔ 1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Note their responses on the board.
- Now point to correct square on the calendar, ask them what date is it?

JANUARY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Write the current date on the board.
- Ask student to copy the days and date on the top of their notebooks page.
- Tell the students, since the topic we are learning today is “calendar” so write it below the date on your notebooks.



CONCLUSION / SUM UP

3 MINUTES

- Teacher will tell students, today you learn how to write day, date and topic on the notebook page.



ASSESSMENT

5 MINUTES

Ask orally:

- Name the first month of the year.
- Tell few months ending in letter “r”.
- What is the date tomorrow?



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to prepare greeting cards for each other.
- Ask orally:
 - What is the date today?
 - Ask about any festival starting in near future.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

MISSING INFORMATION



STUDENT LEARNING OUTCOMES

- Fill in missing information to complete simple sentences.

INFORMATION FOR TEACHERS

- Use worksheets and practice exercises to help students find out the missing information.
- Use pair and group work for this practice.
- Guide and give feedback to students when and where necessary.
- While teaching the lesson, the teacher should also consult the textbook at all steps...



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following text on the writing board:
Today is Sunday.
Tomorrow will be _____.
It was _____ yesterday.
- Ask students to read the text and think about the missing information in the blanks.
- Now, ask students to turn to a partner and share their answers about missing information.
- Ask 2 - 3 students to share their answers with the whole class.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following piece of text on the writing board:

Ali has a pet. His pet is a fat cat. The fat cat catches rats. Rats are afraid of the fat cat. So when they see the cat, they quickly run away from the house.
- Divide the class into pairs.
- Tell the pairs to read the text and fill in the missing information in blanks as given below:
 - ♦ Ali has a _____. (pet, pat)
 - ♦ Cat is _____. (fit, fat)
 - ♦ Cat catches _____. (rats, cats)
 - ♦ Rats are _____. (afraid, cats)

- Now, invite pairs randomly to come up and share their work with the class.

Activity 2: 10 Minutes

- Write the following short paragraph on the writing board:

My partner's name is _____. He/ She lives in _____
 He/she studies in class _____. He/ She has _____ brother(s)
 and _____ sister(s). He/ She likes to play _____.

- Divide the class into pairs. Ask partners to interview each other and fill in the missing information about their partner.
- Guide and give feedback when and where needed.
- After completion invite some students randomly to come up and share their work with the class.



CONCLUSION / SUM UP

3 MINUTES

- Review the key points of the lesson with the class.
- Tell students that in order to fill in the missing information in a simple sentence, guessing the type of the word missing can help, e.g., in the sentence "I eat _____", the missing word is a noun. So, you can think of a noun to complete the sentence, i.e., an apple/ apples, rice, ice cream, etc.



ASSESSMENT

5 MINUTES

- Write the following worksheet on the writing board.
- Ask students to fill choose the correct words from the word bank to complete the sentences.

four, seven, twelve, thirty, 365

- ◇ A week has _____ days.
- ◇ A year has _____ days.
- ◇ A year has _____ months.
- ◇ A month has _____ days.
- ◇ A car has _____ tyres.



HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to fill in the missing information in the following table at home after consulting their parents.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

Our Routine Menu at Home	
Monday	We often cook _____ on Mondays.
Tuesday	On Tuesdays, we usually eat_____.
Wednesday	Our Wednesday dish is _____ .
Thursday	Thursday is the day when we eat our favourite dish called _____
Friday	On Friday _____
Saturday	On Saturday_____.
Sunday	On Sunday, we_____

Month

7

STORY TIME



STUDENT LEARNING OUTCOMES

- Interact with the text and use reading strategies (while reading) to follow a sequence in a simple procedure or a picture map.
- Show a series of action in a picture by writing actions verbs.

INFORMATION FOR TEACHERS

1. Story telling should be an ongoing activity throughout the term.
2. Stories with illustrations are best understood and help a lot in inculcating the factual information.
3. Top to bottom technique should be incorporated.
4. Stories might have liked and disliked factors for some reasons. This element can generate discussion among students.
5. Reading aloud a story develops listening and reading skills. Model reading is an initiation on the part of teacher.
6. Highlighting the characters of a story facilitates in understanding of its theme and moral which plays a vital role in mental and moral growth of students.
7. While teaching the story, the teacher should also use textbook where and when necessary.



DURATION / NO OF PERIODS: 35 MIN/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Charts, crayons, marker, pencils, scissors, available props, stuffed toys, cut outs of the story etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Tell the students that we learnt how to read a story. Today, we are going to learn how to listen attentively and perform the story effectively.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Make students sit in a circle on the floor. Tell them they are going to listen to a story in English.
2. Show students the pictures and brainstorm, what the story is about, looking at the pictures.

3. Read the story once using intonation, stress and pronunciation and body language (with actions) pointing to pictures and introducing characters.
4. Ask the students to look at the pictures carefully and caption the pictures using action verbs thus showing a series of actions.

The Lion and the Mouse

5. A lion was sleeping in a forest. A mouse started playing on it. The lion was disturbed and arose from his sleep. It caught up the mouse angrily and tried to crush it.
6. Then the mouse asked the lion to leave him off and assured that it would help him when it needed. The lion laughed at it and let him off.
7. One day the lion was caught in a net spread by a hunter. It roared and tried to escape but in vain. The mouse heard the lion's roaring and came there. It started cutting the net with its teeth. The lion escaped and thanked the mouse.



Activity 2

10 Minutes

The teacher will:

1. Some of the students read/retell aloud the same story.
2. Ask the students to identify and name the characters in the story.
3. Ask two students from the class to come and perform role play voluntarily.
4. Assign the character of lion to one student and the character of mouse to the other student.
5. Instruct them to play the roles of lion and the mouse as presented in the story with movement and expression of their mutual communication.
6. Appreciate them after the role play.



CONCLUSION / SUM UP

3 MINUTES

Tell the students that today we have learnt to:

1. Express their understanding of story through movement and expressions of communication.
2. Listen to a story attentively.
3. Read aloud a story.
4. Identify and name characters



ASSESSMENT

5 MINUTES

1. Ask any other two students to come and repeat the role play.
2. Ask one student from the class to read aloud the story.



HOMEWORK / FOLLOW UP

2 MINUTES

Ask the student to:

1. Take any small story and read it aloud.
2. Perform role play story with the help of your siblings.
3. Discuss the problem in the story.
4. Ask students to change endings.
5. Encourage students to bring their own dolls, stuffed toys and other toys to class one day and make stories using their own / each other's toys.
6. Encourage students to go home and narrate the same story to their friends and family. Ask them to come back and report how they liked the story.

PRE-READING STRATEGIES

(USING TITLE AND PICTURES)



STUDENT LEARNING OUTCOMES

- Locate text/lesson by looking at the title and pictures.

INFORMATION FOR TEACHERS

- Students are usually familiar with the title and pictures of different books and magazines. Using this background knowledge, teachers can demonstrate with the help of different magazines and contents lists of different books to locate text and lesson.
- Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures, and diagrams to anticipate what will happen in the story, or what the text is about.
- While teaching, the teacher should also consult the textbook where and when needed..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, and flashcards (having titles of different lessons) and pictures.



INTRODUCTION

5 MINUTES

- Write the following topic on the writing board:
 - My Kitty Cat
- Tell students that it is the title of a book. Ask them to guess what the is about.
- Get responses from a few students and summarise the correct responses (i.e., the book is about a pet cat).
- Next, show them the pictures on the cover page of a storybook and ask them to guess what the book is about.
- Tell students that today we are going to learn how to locate lessons/texts by looking at their titles and pictures.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask students to look at the following picture and guess what the lesson may be about.



2. Tell them to think of a few words that describe the picture. Name the objects/ things shown in the picture. This will help them guess correctly. Elicit 'fast food' from students.
3. Help students to guess what the red sign over the food items shown in the picture means. Ask them if they have seen it anywhere in school, at restaurants, in the street signs, or at the bus station/ railway station/ airport. If nobody can respond to this, tell them it is called a 'no sign' or a **no** symbol. The **no** symbol is also called prohibition **sign**, **no sign**, circle-backslash symbol, nay, or universal **no**. It is used to communicate that something is not allowed at a place. It says "don't do or use" a particular thing at a place, e.g., no parking, no entry, etc.
4. Allow students to share their responses with the whole class.
5. Tell them that identifying the keywords related to a picture can help to guess correctly what the related text may be about. For example, this picture shows the images of fast food items (a burger and a cold drink) with a 'no' sign on them.
6. Next, ask them to write a suitable title for the text that is based on this picture. Expected responses may be: Don't eat fast food, Say NO to fast food, or fast food is not healthy, etc).

Activity 2:

10 Minutes

1. Divide the class into small groups according to the class size.
2. Ask each group to open the cover pages of different textbooks i.e., English, Urdu, Maths, and General Knowledge.
3. Ask students to work in groups and note how the pictures and titles on the cover pages relate to the contents of the books. Ask them to note down the keywords that describe the pictures and titles.
4. Then, ask them to read the titles of different units/ chapters within the books and note down the keywords. Discuss how they show what the lesson/ unit/ chapter is about.
5. Ask them to read the title of a lesson in the table of contents and locate it inside the book.
6. As the groups work, move around and provide support.
7. Once they have completed the task, allow 2 – 3 groups to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students: we can easily locate lesson/text if we carefully observe pictures and read titles.
2. Every picture and title has certain keywords related to it; if we find those keywords, it can

help us guess correctly what the text/ lesson is about.



ASSESSMENT

5 MINUTES

1. Draw a picture of a school, mosque, and house on the writing board.
2. Tell students that these pictures are from the title pages of three different lessons.
3. Ask students to guess what each lesson or text is about by looking at these pictures.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select a textbook other than English.
2. Look at its content pages or titles and pictures.
3. Ask them to locate a few lessons inside the book.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

FULL STOP



STUDENT LEARNING OUTCOMES

- Recognise and use a full stop at the end of a statement.

INFORMATION FOR TEACHERS

- Punctuation marks play a key role in written expression.
- In order to understand the written expression correctly and to convey the message, the correct use of punctuation marks is essential.
- The full stop is also a very important mark of punctuation.
- A **full stop** (or period) is primarily **used** to mark the **end** of a sentence.
- The **full stop** indicates that a point has been made and that you are about to move on to further explanations or a related point.
- Learners may be acquainted with this mark in the beginning.
- While teaching the lesson, also consult the textbook at all steps. .



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, charts (having simple statements where a full stop is used), textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board without a full stop at the end of each sentence:
 - ◇ This is a chair
 - ◇ That is a table
 - ◇ He is a boy
 - ◇ She is a girl
- Ask a few students to guess what is missing in these sentences.
- A few students may answer that the full stop is missing in these sentences.
- Now, tell them that today we are going to practise using the full stop at the end of sentences.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- With the help of already prepared charts, teach students about the use of full stop:

- ◇ Amna is happy.
 - ◇ The cat is in the park.
 - ◇ Our classroom is clean.
 - ◇ Amjad is my class fellow.
 - ◇ She is writing in her notebook.
2. Help students recognize a statement and then use a full stop.
 3. Tell students while involving them that in each sentence we use a full stop at the end of a sentence.

Activity 2:

10 Minutes

1. Divide the class in pairs.
2. Write the following paragraph on the writing board:

'Sara is a good girl she comes to school in time she always helps the weak students she works hard in her studies so she always gets the first position in her class

3. Ask the pairs to use a full stop in the above paragraph where required.
4. As students are working in pairs, support them if needed.
5. Ask two or three pairs to present their work in front of the class, while explaining that where they have used a full stop.



CONCLUSION / SUM UP

2 MINUTES

By concluding the lesson, tell the students that:

1. Use of full stop is necessary/essential and if we forget to use a full stop, it is very difficult to comprehend the complete sense of a sentence. The reader gets confused whether we have finished saying something or not yet.
2. The full stop marks the end of a sentence and conveys to the reader that a particular point has been made/ a message has been completed.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to use the full stop at appropriate places:

I study in Government Primary School It is near my house I like it very much.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write at least five sentences on 'My Introduction' while using the full stop at proper places. They can use the following guiding questions to write their sentences:
 - ◇ What is your name?
 - ◇ How old are you?
 - ◇ How many brother(s) and sister(s) do you have?
 - ◇ What is your favourite colour? etc.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

STORY TIME



STUDENT LEARNING OUTCOMES

- Listen to a story/fairy tale of a few sentences, read aloud by the teacher.
- Read aloud the same story/fairy tale themselves.

INFORMATION FOR TEACHERS

1. Storytelling is a very interesting activity. It should be an ongoing activity for early grades throughout the year.
2. Stories with illustrations are best understood and help a lot in inculcating the information as well as the pleasure of reading.
3. Reading aloud a story develops listening and reading skills.
4. Model-reading is an initiative on the part of a teacher.
5. While teaching this lesson, consult the relevant storybook and the textbook where and when needed..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts of a simple story, etc.



INTRODUCTION

5 MINUTES

1. With exaggerated enthusiasm, expressions, and excitement, tell students that you are going to tell them a very interesting story.
2. Tell them they may have heard it already but NOT with this ending.
3. Choose a popular story (e.g., The Hare and the Tortoise), change its ending (i.e., in this version of the story, the hare doesn't sleep under the tree, and wins the race OR the tortoise wakes up the hare before reaching the finish line and asks him to come and cross the finish line together).
4. Use a few prediction questions while telling the story – especially before telling the new ending!
5. Enjoy the expressions of surprise on the children's faces!



DEVELOPMENT

24 MINUTES

Activity 1:

12 Minutes

1. Write the following story on a chart and display it at the front of the class.
2. Ask students to look at the chart of the story and guess what the story is about.
3. Read aloud the story using correct pronunciation, intonation, and body language, and pointing toward pictures, and finger-tracking while reading.

The Lion and the Cows

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Once upon a time there lived four cows in the forest. Everyday they used to graze together in a particular spot. They were all friends. One day a lion saw the cows grazing together.

The lion wanted to eat them so he went to catch them. When the cows saw the lion, all of them fought with him. The lion had to run away



A few days passed and the cows quarreled between themselves and started grazing separately. One by one the lion killed all of them.



Moral of the Story: Unity is strength

4. Ask a few comprehension questions including prediction and inference questions while reading.

Activity 2:

12 Minutes

1. First, let all students read the story silently.
2. Next, ask them to read it aloud one by one in small groups.
3. As the groups work, move around and provide support where needed.
4. Listen to students' pronunciation of words and observe their use of stress and intonation as well as body language. Give them feedback and help them do it effectively.
5. Finally, call two students in front of the class to read the story aloud.
6. Appreciate students for their active participation in the activity.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt how to listen to a story attentively and read-aloud/retell it.
2. We have learnt to identify different characters in the story.



ASSESSMENT

2 MINUTES

1. Ask students to work in pairs and read aloud/retell the same story to each other.
2. Observe how they read aloud the story. Note their strengths and areas for improvement.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to ask their elders (grandparents, parents, older people in the village) to tell them a story. Listen to the story attentively. Practise retelling that story in your own words next time in class.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

SIGHT WORDS AND WORDS WITH COMMON SPELLING PATTERNS



STUDENT LEARNING OUTCOMES

- Identify, recognise and articulate common two to three lettered sight words and words with common spelling patterns.

INFORMATION FOR TEACHERS

- Sight words are often used in writing. They occur several times in reading and writing activities.
- These words are commonly used and young children should be encouraged to memorize them as a whole by sight so that they can automatically recognise these words in print.
- They do not have common spelling patterns, e.g., are, so, not, am, but, all, no, our, from of, etc. Therefore, it is difficult to decode them using the principles of phonics. Moreover, they need to be learnt during the early stages of learning to read because they occur frequently in the texts children encounter.
- The words like pet, net, let, etc. have a common spelling pattern, therefore, it is easy to decode them using the principles of phonics.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts of sight words, etc.



INTRODUCTION

5 MINUTES

- Write the following words on the writing board:
 - are, am, so, but, no, of
 - sit, bit, hit, get, jet, let
- Ask students to note the differences between two groups of words written on the writing board (i & ii).
- Collect their responses and tell them that the first group of the words is often used in writing and reading and we learn it as a whole by sight and they are called sight words. They do not have any common spelling patterns, while the second group of the words has common spelling patterns. We can read them with the help of letter sounds.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Select a paragraph from the textbook. Identify the sight words as well as the words with common spelling patterns in the paragraph. Make two separate lists to share with students. For example, i) sight words: **one, my, me, big, red, away, here**, etc., and ii) words with common spelling patterns: **saw, law, jaw, toy, boy**, etc.
2. Write the selected words on the board. First, practise them with the class and then divide the class into small groups and ask students to identify these words in the assigned paragraph.
3. Next, assign a different paragraph from the textbook to students and ask them to find out sight words and the words with common spelling patterns in the assigned paragraph. Ask them to make two different lists of the words.
4. After completion, each group will present their lists of the words.
5. Ask other students to give feedback and confirm if their lists are correct.

Activity 2:

10 Minutes

1. Write the following words on the writing board:
 - ♦ **but, lot, pet**
2. Ask students to work in the same group and add at least two words of the same spelling pattern for each of the given words. Help students recall their learning from previous lessons about word families. Tell them to identify the word family for each word.
(i.e., -ut, -ot, and -et families)
3. After completion of the task, ask one or two groups to present their words to the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have practised sight words and words with common spelling patterns. Sight words are frequently used in the English language and they can be memorized as a whole.
2. We can use our knowledge of phonics to decode (sound-out/read) the words with common spelling patterns.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
 - ♦ set, pet, all, over, from, net, of, kit, so, wet.
2. Ask students to make two separate lists: i) the words with common spelling patterns, and ii) sight words.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a list of sight words in their notebooks while reading unit no. 01 and unit No. 02 as a home assignment (at least ten words).
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

8

WORDS ENDING WITH /s/ AND /z/ SOUNDS IN THE PLURAL FORM OF A WORD.



STUDENT LEARNING OUTCOMES

- Differentiate between words ending with /s/ and /z/ sounds in the plural form of a word.

INFORMATION FOR TEACHERS

1. The pronunciation of “s” at the end of plural nouns, sometimes causes problems for students because it can be pronounced as / s / or / z /.
2. Letters or symbols between two slash marks (/ /), refer to the pronunciation of that letter or sound.
3. The pronunciation depends on the last sound of the verb or noun which is usually a consonant. In some cases, the main difference between the pair is whether the consonant is voiced or unvoiced, that is, whether or not the vocal chords vibrate when making this sound.
4. An easy way to determine whether a consonant is voiced or not is to place a finger on your throat. As you pronounce a letter, feel the vibration of your vocal cords. If you feel a vibration the consonant is a voiced one. These are the voiced consonants: B, D, G, J, L, M, N, Ng, R, Sz, Th (as in the word “then”), V, W, Y, and Z. But if consonants are only single letters, what are Ng, Sz, and Th? They’re common sounds that are produced by blending the two consonants phonetically.
5. Voiceless consonants do not use the vocal cords to produce their hard, percussive sounds. Instead, they’re slack, allowing air to flow freely from the lungs to the mouth, where the tongue, teeth, and lips engage to modulate the sound. These are the voiceless consonants: Ch, F, K, P, S, Sh, T, and Th (as in “thing”).
6. While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures charts etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting “Good morning/Assalam-o-Alaikum” to the students and the students will answer the greeting by saying “Good morning / Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
2. Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
3. Write the word “books” on the board. Point at the word and say “books” with emphasis on final sound and ask the students to say the word. Repeat saying “books” ten times with the whole class. Now ask few students to say “books”.

- Write the word “pens” on the board. Point at the words and say “pens” with emphasis on final sound and ask the students to say the word. Repeat saying “pens” ten times with the whole class. Now ask 5–6 students one by one to say “pens”.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Tell the students that when we say “books” the final sound that we utter is /s/ (point at the “books” written on board). Repeat saying /s/ ten times with the whole class. Now ask 5–6 students one by one to utter /s/.
- Tell the students that when we say “pens” the final sound that we utter is /z/ (point at the “pens” written on board). Repeat saying /z/ ten times with the whole class. Now ask 5–6 students one by one to utter /z/.
- Ask the students what noise a bee makes. As they make a buzzing noise, do the same and put your fingers on your throat, indicating that they should do likewise. This will allow them to feel the vibrations of the vocal chords that occur with /z/ sound. Ask them if they can feel the vibration.
- Ask the students what noise a snake makes. As they make a hissing noise, do the same and put your fingers on your throat, indicating that they should do likewise. This will allow them to feel the vibration of the vocal chords and they will notice that no vibration occur with /s/ sound. Ask them if they can feel the vibration.
- /z/ like the sound a bee makes... zzzzzz
- /s/ like the sound a snake makes... ssssss
- Ask the students to say “books” again and see if it makes a buzzing or hissing sound. Now ask the students to say “pens” again and see if it makes a buzzing or hissing sound. Seek answers (don’t snub them but encourage them to utter the /s/ and /z/ sounds to know the difference). Give them clues so that they come up with responses as many as possible.
- Ask the students to utter the words “cups” and “cars” with emphasis on final sound and tell which word makes a /s/ sound and which one makes /z/ sound. While doing so ask the students to put their fingers on their throat to feel the vibration.



CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt to differentiate between words ending with /s/ and /z/ sounds in the plural form of a word



ASSESSMENT

5 MINUTES

- Informally assess students’ ability to differentiate between words ending with /s/ and /z/ sounds in the plural form of a word during activities.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to read each plural word and differentiate if the words end with /s/ and /z/ sounds in the plural form.



apples



cups



bags

2. Activity 1 has the advantage of establishing the voiced / unvoiced distinction, and a shared gesture that students and the teacher can use in class to indicate that a sound is voiced or unvoiced, i.e. the fingers on the throat. It also helps students to become conscious of the muscle movements involved in voicing a consonant. This will be useful in higher classes.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

WORDS SHOWING POSSESSION



STUDENT LEARNING OUTCOMES

- Use words showing possessions, e.g., my, your, our.

INFORMATION FOR TEACHERS

- Possessive adjectives are used to show possession.
- They indicate the possession of the noun to a person/a few people.
- A few examples of possessive adjectives are my, our, your, his, their, her, and its. For example, my computer is not working. Her father told us not to quarrel. Their house is very beautiful.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts, etc.



INTRODUCTION

5 MINUTES

- Collect different items from different students (e.g., a pencil from one student, a sharpener from another, an eraser from another, and so on) and place the items on the table in front of the class.
- Now, call those students in front of the class and ask them to hold their item one by one in their hands i.e. 'pick up your pencil'
- While they are holding their items in their hands, repeat the sentences like:
 - He is Ali, this is his eraser.
 - She is Hajra, this is her pencil.
- Continue this activity till the items are finished.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following sentences on the board:
 - Ali brushes his teeth daily.
 - Kiran likes her doll.
 - I lost my storybook yesterday.
 - This is your class.
- Ask students, "What do the underlined words show?"
- Collect their responses and tell them that these words show possession.

Activity 2:**10 Minutes****'Think, Pair and Share'**

1. Write the possession words, 'my' 'his' 'her' and 'your' on the top of the writing board.
2. Make pairs of the class and ask them to note down the words written on the writing board.
3. Ask students to work in pairs, think about their belongings and belongings of their parents/ family members, and the partner, working in pairs. Then, describe them to each other, e.g., my brother has a car. His car is very beautiful.
4. Monitor and help students where needed.
5. Once they have done the task, invite 2 – 3 pairs to share their work with the whole class.
6. Appreciate them for their active participation.

**CONCLUSION / SUM UP****3 MINUTES**

1. Tell students that words like 'his', 'her', 'my', and 'your' are used to show possession. These are called possessive adjectives.

**ASSESSMENT****5 MINUTES**

Write the following sentences on the writing board/chart and ask students to identify the words showing possession:

1. This is my daughter. Her name is Hajra.
2. This is my son. His name is Zahoor.
3. You are students. This is your school.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to write a short introduction of their family members.
2. Tell them to mention at least one belonging of each family member and describe it.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

COMMANDS AND REQUESTS



STUDENT LEARNING OUTCOMES

- Articulate, recognize and use some formulaic expression to listen and respond to few commands.
- Use and physically respond to simple sentences showing request and command.

INFORMATION FOR TEACHERS

1. Create interesting commands keeping in view your students' vocabulary of action words and naming words, such as 'Look up at the sky', or 'Touch your friend's shoulder' etc.
2. Introduce common action words with Total Physical Response Method (TPR).
3. Consult the textbook at all steps where and when required.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 80 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you," to that.
3. Say some basic action words to the students and they will perform. The action words may include walk, run, laugh, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Use and respond to simple sentences showing requests and command, both physically and in their speech.
2. Introduce commands and requests with Total Physical Response Method. In this method you should do the following steps:
3. Say a sentence of command while performing it yourself for example, if the teacher has to teach the sentence "Open the book" the teacher will demonstrate to open the book,

while saying the sentence.

4. Say the sentence and the students will perform accordingly.
5. The students will say the sentence and the teacher will perform.
6. Now the teacher and the students both will say and perform together.
7. For requests, put 'please' before the sentence. For example: 'Open the book' will become 'Please, open the book.'

Activity 2:

10 Minutes

The teacher will:

1. Divide the class into pairs and then ask any two pairs to perform a short role play.
2. Now ask a pair of students to come in front of the class where one student will give command / request and the other student will physically perform it. Ask the students to choose the command / request words from the following.
 - ◇ Open the door. (Command)
 - ◇ Please, open the door. (Request)
 - ◇ Pick up the stick. (Command)
 - ◇ Please, pick up the stick. (Request)
3. If a student is unable to read a word, whisper it to him/her. Start with those students who are confident to perform in front of the class. This activity gives shyer students an opportunity to become more comfortable in front of the class.
4. Repeat this activity a couple of times.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today we have learnt how to recognize and physically respond to simple sentences of command and request.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to use and physically respond to simple sentences showing request and command.
2. Articulate, recognize and use some formulaic expression to listen and respond to few commands.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of commands and requests and repeat those requests with their siblings.
2. Ask students to think of more commands and requests, and allow them to make those requests for the repetition sessions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

FORMULAIC EXPRESSIONS IN SPEECH BUBBLES



STUDENT LEARNING OUTCOMES

- Identify and fill in speech bubbles with given appropriate word and formulaic expressions.

INFORMATION FOR TEACHERS

- A robust vocabulary improves all areas of communication listening, speaking, reading. If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop student's interpersonal skills.
- Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
- If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop student's interpersonal skills.
- Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
- It is extremely important that you model the courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
- As you practice conversation, also demonstrate use of appropriate body language for different communicative functions for example:
 - Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
 - Tell them it's polite to answer if somebody is asking some questions or wants to talk.
 - Ensure that students listen to each other with respect.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



INTRODUCTION

5 MINUTES

The teacher will:

1. Begin the class by cheerfully saying "Good morning" to the students and the students will answer the greeting by saying "Good morning". Ensure that the students respond to the greeting.
2. Ask the students, "How are you?" and the students will answer the greeting by saying "we are fine, thank you". Ensure that the students respond to the greeting.
3. Ask the students:
 - ◇ When you meet someone for the first time, what do you ask them? (Expected answers, Salam, how are you? etc.) Keep asking them until they say "What is your name?" if they fail to answer, prompt them with a response.
4. Tell the students that today we will learn how to introduce ourselves to other people and ask their name.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Tell the students that we say "What is your name?" when we want to ask someone's name.
2. Ask the students to repeat after him/her "What is your name?" (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Chorus the sentence 6-7 times.
3. Now tell the students that when someone asks "What is your name?" we say "My name is _____" (the teacher will use his/her name in place of "dash" but will tell the students to utter their names while repeating).
4. Tell the students that when you talk to someone it is polite to pay attention and make eye contact with them.
5. Ask the students to repeat after him/her "My name is _____". (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Chorus the sentence 6-7 times.

Activity 2:

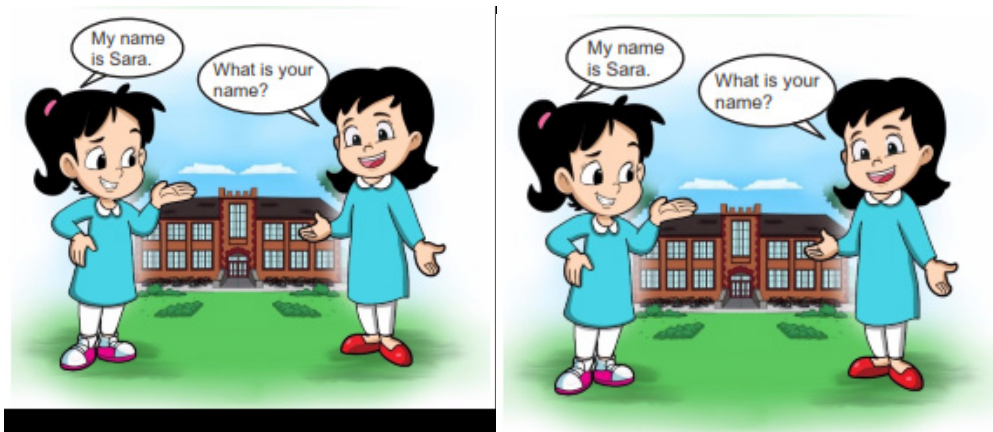
10 Minutes

Role Play

The teacher will:

1. Tell the students that they will now have a role play "a conversation between two people".
2. Model a conversation by asking one student to come in front.
3. Ensure the student takes active part in conversation, prompt if he/she don't know the answer.
 - ◇ Teacher: Assalam-o- Alaikum
 - ◇ Student: Walaik um Assalam
 - ◇ Teacher: How are you?
 - ◇ Student: I am fine, thank you. How are you?
 - ◇ Teacher: I am fine, thank you. What is your name?
 - ◇ Student: My name is Ali/Sara? What is your name?
4. Ask another pair of students to come in front and have a conversation. The teacher will encourage the students to make individual responses, giving them the vocabulary they need as they go along.

- Repeat the activity with at least 5–6 pairs of students.
- Display the introduction chart in class and ask the students to observe sentences in speech bubbles.



CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt to express and offer a few basic social courtesies with appropriate body language for different communicative functions.



ASSESSMENT

5 MINUTES

- Informally assess students' ability to come and introduce themselves. Appreciate those students who introduce themselves correctly and motivate those students who still can't introduce themselves.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to practice introducing themselves many times with their siblings at home.
- Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.



DURATION / NO OF PERIODS: 35 MIN/ PERIOD 2



STUDENT LEARNING OUTCOMES

- Identify and fill in speech bubbles with given appropriate word and formulaic expressions.

INFORMATION FOR TEACHERS

- Speech bubbles can serve many purposes but they are primarily a way to provide a visible reference and reminder to learners of key ideas or moments in their learning. They make students' thinking visible to themselves or others, remind a class of key ideas, insights, or questions, and show multiple perspectives on a topic. They also celebrate and strengthen a group's identity as a learning group.
- Speech bubbles are relatively easy to implement and do not require a lot of preparation. They can be posted on walls, bulletin boards, posters, or panels in or outside the classroom. Speech bubbles can be used before, during, or after a learning experience as a reminder of previous steps or key ideas.
- Speech bubbles can express speech or thoughts depending on the shape of the speech bubble. A circular or rectangular speech bubble normally represents speech whereas a cloud shaped speech bubble normally represents inner thoughts. Speech bubbles can show dialogue between two or more characters.



MATERIALS / RESOURCES REQUIRED

- Activity sheet, writing board.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class by cheerfully saying "Good morning" to the students and the students will answer the greeting by saying "Good morning".
- Ensure that the students respond to the greeting properly.
- Ask the students, "How are you?" and the students will answer the greeting by saying "we are fine, thank you".
- Ensure that the students respond to the greeting properly.
- Tell the students that yesterday we have learnt how to introduce ourselves to other people and ask about their name. Today, we are going to fill in speech bubbles with appropriate sentences to introduce ourselves.



DEVELOPMENT

20 MINUTES

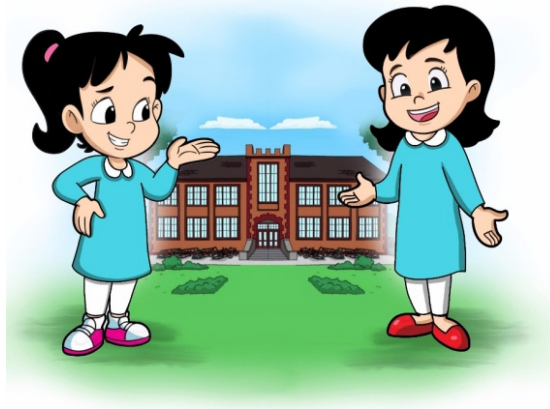
Activity 1:

20 Minutes

The teacher will:

- Ask the students what do you say when we want to ask someone's name?
- The students will reply "What is your name?" Ensure the students answer the question, prompt if he/she don't know the answer.
- Ask the students, what do you say when someone asks you "What is your name?"

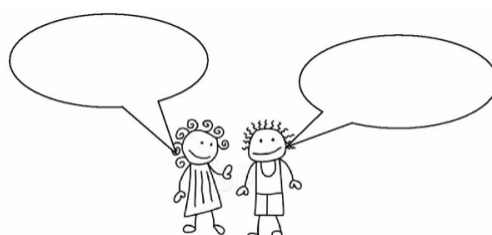
4. The students will reply "My name is _____".
5. Ensure the students answer the question, prompt if he/she don't know the answer.
6. Display the introduction chart again in class and ask the students to observe sentences in speech bubbles (Let the chart be on the board throughout the period).



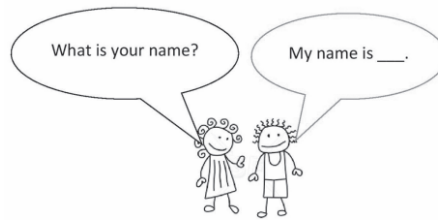
7. Tell the students that speech bubbles express what the character says or thinks.
8. Ask the students the following questions pointing at the chart:
 - ◇ Point to the speech bubble. (Ensure that almost all students should be able to point out a speech bubble in a text).
 - ◇ What is the character saying?
 - ◇ What does a speech bubble look like?
9. Tell the students that not all books we read have speech bubbles but we can always use them in our own writing.
10. Display a picture of two boys/girls on the board and ask the students to draw a picture of two boys/girls on their notebooks. (Don't ask the students to copy your drawing, let them draw their own figures. Encourage them to try doing better).



11. While the students are drawing, the teacher can walk around the class monitoring and checking on what's being drawn. It will be quite easy to see when a student has either misheard the instruction whereupon you can get to check that particular picture and correct the students where necessary.
12. After all the students finish drawing pictures, draw speech bubbles with each figure on the board and ask the students to draw speech bubbles with each figure on their notebooks (Help the students draw speech bubbles).



13. After the students draw speech bubbles, fill in each speech bubble on board with the sentences “What is your name?” and “My name is ____.”.



14. Ask the students to copy the sentences inside the speech bubbles they have drawn on their notebooks. Ask the students to write their names in place of _____.
Help the students spell their names if they have difficulty in writing their names.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt how to fill in speech bubbles with given appropriate words and formulaic expressions.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to write their names. Appreciate those students who spell their names correctly and motivate and help those students who still can't spell



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice the classroom activity at home.
2. Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
3. In separate periods, follow the similar pattern as to fill in speech bubbles with
 - ◇ “How are you?” and “I am fine, thank you.”
 - ◇ “Thank you.” and “You are welcome.”

POETRY RECITATION



STUDENT LEARNING OUTCOMES

- Recite short poems or nursery rhymes with actions.

INFORMATION FOR TEACHERS

- Singing nursery rhymes verbally should be an on-going activity throughout the term.
- Select poems that are short and simple enough for the students to understand.
- Select poems that:
 - Do not contradict moral and ethical values.
 - That do not have to have a moral.
 - Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
- Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
- Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of poem.



INTRODUCTION

5 MINUTES

The teacher will:

- Ask few students to recite their favorite nursery rhymes with actions.
- Tell the students that today we are going to recite a poem with action.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Paste a chart of the given poem on the writing board.
- Recite the given poem a couple of times with actions to the students following rhyme and

rhythm and using a stress and pause (Intonation patterns).

BRUSH YOUR TEETH

Brush your teeth up and down.
Brush your teeth round and round.
Brush your teeth from left to right.
Brush your teeth in the morning and night.
Brush brush brush.
Brush brush brush.
Brush your teeth in the morning and night.
Brush your teeth to keep them white.
Brush your teeth so your smile is bright.
Brush your teeth. It's so much fun.
Brush your teeth when the day's begun.
Brush brush brush.
Brush brush brush.
Brush your teeth when the day's begun

3. Note: Seek help from the following link for proper rhyme, rhythm, intonation, pause and stress. <https://supersimple.com/song/brush-your-teeth/>



CONCLUSION / SUM UP

3 MINUTES

1. The teacher will tell the students to recite short poems or nursery rhymes with actions.
2. Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems read aloud in class.



ASSESSMENT

5 MINUTES

1. Informally assess students' ability to recite the poem with actions following rhyme and rhythm and intonation patterns.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice reciting the poem several times at their homes.
2. Continue to give practice to the students by revising the poems regularly.
3. Ask a different child to lead the singing each time.
4. Instruct the child who will lead to use actions in a lively manner. The child may add his/her own actions if he/she likes.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

SPECIFIC INFORMATION IN A CALENDAR



STUDENT LEARNING OUTCOMES

- Point out specific information in a calendar.

INFORMATION FOR TEACHERS

- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
- Make maximum use of a calendar while teaching the lesson.
- Ensure that students have learnt numbers from one to thirty (in words) .



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, charts with different activities, flashcards, texts for more practice. A large copy of a calendar (preferably updated).



INTRODUCTION

5 MINUTES

The teacher will:

- Tell students that it is important to do our work in time. Calendar is helpful in scheduling our activities and are done well in time. We can also remember important events using dates given on a calendar.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

- Show the class a birthday card.
- Sing "Happy Birthday to you".
- Ask any student "when is your birthday?"
- The student may answer March, April, etc. or 25th, 18th etc. or 25 March, 20th April.
- Write their responses on the board.
- Now tell the names of the months in order, pointing out on the calendar.
- Read the name of a month, aloud and ask any student to point it on the calendar.
- Make them trace the names of months in their notebooks.

Activity 2:**10 Minutes****The teacher will:**

1. Announce in class that school will remain closed for summer / winter vacations from to (Specify date according to the context).
2. Write both the dates on the writing board.
3. Point to the calendar and ask students if they can locate when is the school closing for vacations?
4. Help them to locate the date
5. Ask them when will the school resume/reopen?
6. Make them practice locating dates on the calendar.
7. Repeat till students are able to locate required information on a calendar.

**CONCLUSION / SUM UP****3 MINUTES**

1. Teacher will tell students, today you learn how to locate date and month in a calendar.

**ASSESSMENT****5 MINUTES****Ask orally:**

1. Name the first month of the year.
2. Tell few months ending in letter "r".
3. What is the date today?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to prepare a Birthday / Eid card for each other.
2. Make it a class ritual asking daily.
3. What is the date today?
4. Ask about any festival starting in near future.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

USE OF COMMA



STUDENT LEARNING OUTCOMES

- Recognise and use comma in a list.

INFORMATION FOR TEACHERS

- The comma is one of the most important and commonly used types of punctuation.
- It is frequently used in a sentence. Commas separate ideas, add pauses, and help to list things clearly.
- It also connects words, phrases, and clauses together to make longer sentences.
- While teaching commas, always use a sentence with exaggerated pauses to show a list.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, flashcards, and chart of sentences in which comma (,) can be used.



INTRODUCTION

5 MINUTES

- Write the following sentence on the writing board without putting commas:
My brother does not like candies chips and burgers.
- Read the above sentence with pauses.
- Tell students that when we take a pause, we use a comma to reflect that pause in writing.
- Put the following punctuation marks on the writing board:
- (.), (,) and (?)
- Ask students to identify each punctuation mark.
- Help them to identify the comma.
- Use commas for pauses in the sentence.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display a chart with the following sentences in front of students OR write these sentences on the writing board.
 - We bought a storybook two erasers and one sharpener.
 - My friend likes to eat mango bananas and peach.

- ◇ Please switch off the light fan and TV.
- 2. Divide the class into pairs; assign one sentence to each pair.
- 3. Ask them to use a comma where required.
- 4. As they work in pairs, move around, and provide the necessary help.
- 5. After completion, each pair will share his/her work.

Activity 2: 10 Minutes

1. Write the following sentences on the writing board and ask students to put commas in each sentence individually.
 - ◇ Dogs cats and fish are good pets
 - ◇ My favourite colours are red blue and green
 - ◇ We need to take shoes shirts and pants for the trip.
2. Check whether they are using commas correctly.
3. Provide necessary support.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have discussed the use of the comma and learnt how to use it correctly. It is used to show a pause or to list different items in a sentence.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board:
 - ◇ I visited the market to bring dresses shoes and toys.
 - ◇ My father gave me a watch pen and diary.
 - ◇ My brother brought notebooks bag and pencil for me.
 - ◇ My aunt gave me a watch cake and balloon at my birthday party.
2. Ask students to work individually and rewrite these sentences, using a comma where appropriate.
3. As they work, move around and observe their work randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign a page of the textbook (where commas have been used) to the students as a home assignment, and ask them to circle all commas and write the sentences having a comma in their notebooks.
2. Ask students to share their work with the class the next day.

POETRY RECITATION



STUDENT LEARNING OUTCOMES

- Recognize and write rhyming words from a poem.

INFORMATION FOR TEACHERS

- Singing nursery rhymes verbally should be an on-going activity throughout the term.
- Select poems that are short and simple enough for the students to understand.
- Select poems that:
 - Do not contradict moral and ethical values.
 - That does not have to have a moral,
 - Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
- Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
- Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
- Ask the students to copy rhyming words from a poem.
- The words given to the students should have the same ending sounds / the words rhyming together such as cat, bat, rat, six, fix, mix etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of the poem.



INTRODUCTION

5 MINUTES

The teacher will:

- Tell the students that previously we learnt how to recite a poem with actions following rhyme and rhythm and intonation patterns. Today, we are going to point out rhyming words in a poem and will copy them.



DEVELOPMENT

23 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Paste a chart of the poem “One Two Buckle My Shoes” on the writing board.
2. Recite the given poem once with actions to the students following rhyme and rhythm and using intonation patterns.
3. Now ask the students to join you in reciting the poem with actions following rhyme and rhythm and using intonation patterns.

One Two Buckle My Shoes

One two

Buckle my shoe

Three four

Shut the door

Five six

Pick up sticks

Seven eight

Lay them straight

Nine ten

A big fat hen

Activity 2:

13 Minutes

The teacher will:

1. Ask the students to work in pairs / groups.
2. Ask them to read the poem on the chart and identify the end sounds that rhyme. Seek students' responses.
3. Write the rhyming words on the board. Tell the students that:
 - ♦ Shoe and two rhyme (emphasize on final sounds)
 - ♦ four and door rhyme (emphasize on final sounds)
 - ♦ six and sticks rhyme (emphasize on final sounds)
 - ♦ Eight and straight rhyme (emphasize on final sounds)
 - ♦ Ten and hen rhyme (emphasize on final sounds).
4. Ask the students to copy rhyming words from the poem in notebooks.
5. At the end ask some of the pairs / groups to say aloud rhyming words in front of the class.



CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that today we have learnt about rhyming words which are usually used in the poems.



ASSESSMENT

3 MINUTES

1. Ask some of the students randomly to say aloud two rhyming words and copy the words in their notebook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to recite any poem from your nursery rhyme book and copy rhyming words from it.
2. Prepare and hang in class a list of commonly used opposite words.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

A teacher's purpose is not to create students in his/her own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher
Education Khyber Pakhtunkhwa
Abbottabad**



قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت پابندہ، تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایہٴ خدائے ذوالجلال

