



Professional Development
for Quality Education



ENGLISH

Lesson Plans

Based on Curriculum 2020

GRADE 2



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

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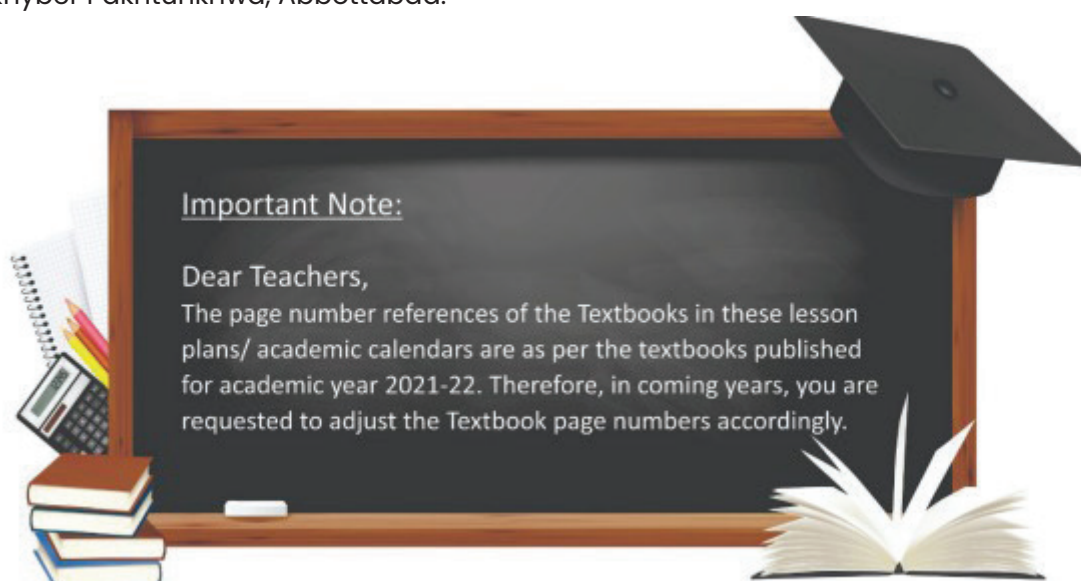
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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/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-II 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 or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, 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 labeling 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.

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 teacher 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 textbooks 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 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 finalization of these lesson plans.

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

Month

1

POETRY



STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in group to:
 - ◊ recite poems
- Articulate and recognise simple rhyming words.
- Copy rhyming words from a poem. Write more rhyming words.
- Familiarize themselves with rhythm, stress and intonation of English language.
- Comprehend simple stories and poems read aloud in class.
- Recognise and write rhyming words from a poem. Write more rhyming words.
- Respond to the text (post- reading) to:
 - ◊ express likes / dislikes about the story/poem

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Use the detailed format for discussion and finding rhyming words in the sequence in which this lesson plan has been inserted. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for the students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Recite a poem a couple of times with actions to the students; follow the rhyme and rhythm and use intonation and actions as required.
2. Ask the children if they understand what it is about. Tell them what it is about.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Introduce the gist/idea/ story of the poem in a few words; e.g. "Rain Rain Go Away" or "My Pet".
2. Tell the students that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
3. Also show pictures from the poetry book or draw pictures on the board.
4. Make cutouts 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.
5. These cut-outs can be pinned/pasted on the boards/wall or hung by strings in the classroom.
6. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.
7. Spend 5 minutes in the beginning of the English period to repeat the poem. Don't repeat it too many times on one day, the children will get tired of it.
8. Do not stop to make corrections at this stage rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
9. Write the poem on the blackboard. Once the students start to learn it, point to the words as they recite it, so that they are able to read it as well.
10. Continue till they are able to sing it together as a group.
11. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
12. Point to one line in the poem and ask students to read it.

Activity 2:

5 Minutes

1. Ask students to read the poem and find rhyming words; underline/circle them. Help them find one pair to give an example.
2. Ask them to write them down.
3. Brainstorm with the students to come up with more rhyming words.
4. Ask students to write these in their notebooks.

Activity 3:

5 Minutes

1. Ask simple questions that require one or two word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts that arise after hearing the poem).
 - ◇ Do you like the poem?
 - ◇ What is the name of the girl?
 - ◇ How many spiders/girls are there?
 - ◇ What did she eat?
 - ◇ Where did the spider sit?
 - ◇ Was she afraid of the spider?



CONCLUSION / SUM UP

2 MINUTES

1. Revise the poem.
2. Ask students to tell the story of the poem in their own words, in English.



ASSESSMENT

6 MINUTES

1. Formative assessment (ongoing) of poems regarding rhyme and rhythm/words, intonation and actions should be carried out.
2. Teacher is also required to involve the student in solving the exercise at the end of the unit/ chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to practice with the students by revising the poems regularly.
2. Ask a different child to lead the singing each time.
3. Instruct the child who will lead the activity to use actions in a lively manner. The child may add his/her own actions if he/she likes.

WORD RECOGNITION, CLASSIFICATION, SPELLING AND READING



STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in random order.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Pronounce and match the initial and final sound of common words depicted in pictures with their corresponding letters.
- Recognise that as the letters of words change, so do the sounds.
- Identify/classify words that begin with the same sound.
- Identify/classify words that end with the same sound.
- Identify/classify one/two syllable words that rhyme.
- Recognise words with one or more syllables. Pronounce simple one, two syllable words.
- Spell simple two/ three syllable words.
- Trace, copy, and take dictation of familiar words learnt in class.
- Provide the missing letter in simple two/ three syllable words.
- Write simple two/three syllable words with correct spelling.
- Leave spaces between words.

INFORMATION FOR TEACHERS

1. A syllable is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words. For example, the word hotel has two syllables: ho and tel. The word dog has one syllable.
2. In activity 3, several SLOs have been merged. That is why it has several layers, several parts to it. Using the same list at each level, possibly with a few additions, will help students grasp the new concept without getting confused by new lists of words.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable..



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Board, flashcards, word lists..



INTRODUCTION

10 MINUTES

The teacher will:

1. Get the students to notice word sounds by playing a game: Say to them: Bushra had some bitter butter so she bought some better butter to make her bitter butter better.

2. Ask them if they can repeat part of this (Bushra had some bitter butter).
3. Get them to repeat it faster and faster.
4. Ask them which sound is being repeated in many of the words here.(B)
5. You can do the same with this line: She sells sea shells at the sea-shore.



DEVELOPMENT

50 MINUTES

Activity 1:

20 Minutes

1. Remind the students how the sounds a, e, i, o, u are produced without stopping in the oral cavity. Tell them these are vowel sounds. Demonstrate sound of other remaining letters called consonant sounds which have hindrance in the oral cavity.
2. Give list of three letter words or already learnt words to the students. Some words in this list will start with consonant and some with vowel sounds. There should be at least two words starting with the same sound. If you have to provide list of words starting with 'a, b, c, d and e', there should be at least two words starting with 'a', two words with 'b', e.g. bat, bun, two words with 'c' and so on.
3. Ask students to say aloud the words and identify words starting with the same sound.
4. Ask students to say the words and starting with the same sound. Write the words beginning with same sound on the board.
5. Ask the students to say the words and tell whether the word starts with consonant sound or vowel sound. Write the words in two columns: C for consonant and V for vowel.

Activity 2:

15 Minutes

1. Write three letter words or already learnt words on the board. Say a word aloud. Students will listen to the words and tell which word you have said aloud.
2. This activity can also be done with the help of flashcards. Prepare flashcards of words. Display them on the wall or on the table. Say a word aloud. Students will recognise the word and pick up/ point towards the flashcard.
3. This activity can also be done in pairs. One student will say the word aloud and the other will recognise the word on the flashcard and show to the other student.
4. Ask students to remove the first letter from the words.
5. Ask students to read the remaining sounds.
6. Instruct them to add more letters in the beginning of remaining sounds. In this way they will make new words.
7. Ask students to help each other write words leaving regular spaces between letters of words..

Activity 3:

15 Minutes

1. Before you give the list of words, get students to notice the letter at the end of a word by a simple rhyme such as:
 - ◇ An apple a day
 - ◇ Keeps the doctor away
 - ◇ Or
 - ◇ Rain rain go away
 - ◇ Come again another day
 - ◇ Little Ali wants to play
2. Ask students to notice the sound at the end of each word.
3. Give list of mixed one and more than one syllable words with rhyming pattern; e.g. glass, brass, apple, table, fable, cycle, uncle; mother, father, sister, brother (Ensure that

you introduce simple words first).

4. You may use the same list that was used for Activity 1, with some additions, if needed.
5. Help students recognise the syllables in words.
6. Ask students to say the words aloud.
7. Ask students to copy the words.
8. Ask students if they can work out the spellings of the words by following the sounds. If they are unable to get to the correct spelling you guide them by getting them to focus on the sounds, and ask them to learn it.
9. Ask students to write the words with correct spelling.
10. Ask students to say/write missing letter in the words (missing letters to be provided by teacher).
11. Help students write words leaving regular spaces between letters of words by using finger-spacing. Finger spacing means to put the first finger of the hand not being used for writing next to the last written word, and then writing the next word on the other side of that finger.
12. Ask the students to write one, two or three syllable words in different columns.
13. Ask students to take dictation of the words.



CONCLUSION / SUM UP

3 MINUTES

1. Divide the students in two teams /groups and ask them to give words to the other team, and the other team will then spell them.



ASSESSMENT

5 MINUTES

1. Dictation of words on the list.
2. Dictation of words similar to the ones on the list to assess if students can spell words that they haven't memorized by following the sounds.
3. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to revise the spellings of words on the list.
2. Give additional lists of words for students to revise the spellings.
3. Go over the word spellings in class before giving them for homework. Get them into the habit of figuring out the spellings following the sounds, before they memorize the spellings.
4. Draw students attention to vowel and consonant sounds, and to words starting with the same alphabet during the teaching of other subjects too.
5. Create games to use the identification/ classification games that they have learnt. For example put these words on the board: sun, cat, hat, run, fat, fun.
6. Ask students to separate them into two lists of rhyming words.
7. Then, ask them to write a short poem using the words on one of the lists. This can be a group/pair activity.
8. Praise / appreciate student work. They may come up with very simple poems, don't interrupt them how to write their lines, don't correct them too much unless the meaning of their poem is not clear. They may write simple things like:
 - ♦ I like to run
 - ♦ In the sun

SHORT POEMS



STUDENT LEARNING OUTCOMES

- Comprehend simple poems read aloud in class.
- Read and recite short poems or nursery rhymes with actions

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an ongoing activity throughout the term.
2. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. Help students identify rhyming words. Maintain a word wall of rhyming words in the classroom. Whenever a new rhyming word shows up in a text/ poem/ story, ask students to add it to their word wall.
7. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes (with pictures in them), cutouts and props of characters and objects mentioned in the poem, writing board, audiocassettes (if available), textbook, etc.



INTRODUCTION

5 MINUTES

1. Recite a poem a couple of times to students with actions; follow the rhyme and rhythm and use proper intonation and actions as required.
2. Follow the strategies for pre-reading, while-reading, and post-reading stages. Use a few questions at the pre-reading stage to help students activate their background knowledge. Use prediction questions while reading and ask a few comprehension questions after reading the poem.
3. Involve students in singing and actions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Before conducting this lesson, make cutouts of the characters of a poem (e.g., The Little

Girl and the Big Spider). These can be worn as masks or held in hands by the students as they perform in pairs or groups.

2. These cutouts can be pinned/pasted on the boards/wall or hung by strings in the classroom.
3. Show pictures of a little girl and a big spider from the poetry book or draw pictures on the board. Tell students that these pictures are related to a poem they are going to read. Ask them to guess what the poem is about. Remind them of using the keywords strategy (i.e., look at the pictures, think of the words that describe the pictures, guess what the poem is about using the pictures and keywords).
4. Allow a few students to share their responses, then tell the class that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
5. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.

Little Miss Muffet

Sat on a tuffet,

Eating her curds and whey;

Along came a spider,

Who sat down beside her,

And frightened Miss Muffet away.



Source: The Dorling Kindersley Book of Nursery Rhymes (2000)

6. Write the poem on the writing board or a chart. Once students start to learn it, point to the words, so that they can read them as well.
7. Do not stop to make corrections at this stage; rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
8. Continue the practice till they can read it well and sing it together as a group.
9. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
10. As part of the formative assessment, randomly point to a line in the poem and ask students to read it.

Activity 2:

10 Minutes

1. Ask simple questions that require one or two-word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural

discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts which arise after hearing/ reading the poem).

- ◇ Do you like the poem?
- ◇ What is the name of the girl?
- ◇ How many spiders/girls are there?
- ◇ What was she eating?
- ◇ Where did the spider sit?
- ◇ Was she afraid of the spider?
- ◇ Are you afraid of spiders?
- ◇ What would you do if you were Miss Muffet/spider?



CONCLUSION / SUM UP

3 MINUTES

1. Review the story of the poem with the whole class.
2. Ask students to tell the story of the poem in their own words, in English.



ASSESSMENT

5 MINUTES

1. Ask students to read any poem with actions in pairs.
2. Move around and observe how they read the poems.
3. Use development activities 1 and 2 to assess students' understanding of the poem and their ability to read and recite poems with actions.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to practice and revise the poems regularly.
2. Ask students to make a poster of the poem and colour it as a home assignment. Bring their posters for display in the classroom next week.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

INTRODUCING SELF AND FAMILY



STUDENT LEARNING OUTCOMES

- Articulate, recognise, and use some formulaic expressions to offer and respond to basic routine greetings to introduce self and talk about family.

INFORMATION FOR TEACHERS

- 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.
- Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
- You must 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.
- Make students practise using appropriate expressions to introduce themselves, e.g., "My name is.....", or "I'm.....". Also, help them learn to respond politely when someone is introducing themselves, e.g., "It's a pleasure to meet you." Or "Pleased to meet you.", etc.
- In Pakistan, the nuclear family is a central part of life, and having the vocabulary to speak about it is a central part of language learning. If you have ever had to speak about your family or relatives in English, you know how important it is to have the necessary vocabulary of English words in order to freely speak about the subject of family.
- As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions.
- 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 consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS



MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, duster, 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.

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 Hina. My name is Husnain. , etc.)
4. Tell students that today we will learn how to introduce ourselves to other people and talk about our families.



DEVELOPMENT

24 MINUTES

Activity 1:

14 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 Saira. 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 Zeenat."
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.
8. Next, write the following words on the board and ask students to guess which topic they are related to:
 - Mother
 - Father
 - Parents
 - Wife
 - Husband
 - Son
 - Daughter
 - Children
 - Brother
 - Sister
 - Siblings
 - Cousins
 - Relatives
 - Aunt
 - Uncle
 - Nephew

Niece
 Grandparents
 Grandmother
 Grandfather
 Grandson
 Granddaughter
 Grandchildren
 Spouse
 Stepmother / Stepfather
 Stepson /stepdaughter
 Stepsister/stepbrother
 Half-sister
 Half-brother
 Sister-in-law
 Brother-in-law
 Father-in-law
 Mother-in-law

9. Elicit from students that these words are related to family. Tell students that people generally begin a conversation about family with a simple question like “Do you have any family around here?” or “Tell me about your family.” You can give a short description that tells the other person how big your family is and maybe where they live. Here’s an example:

There are six people in my family—me, my parents, brother, and two sisters and we live in [your city or town/ village].

10. Write the following expressions on the board and one by one explain these to students and give them practise of using them:

“I have a [family member].” or “I have ___ [family members].”, e.g., “I have a sister.” OR “I have three sisters.” OR “I have a sister and a brother.”

“My [family member] is ___ [adjective].”, e.g., “My mother is a doctor,” or “My uncle is a farmer.”

“I love my [family member or family members].”, e.g., “I love my mother,” or “I love my siblings.” OR “I love my family.”

“My [family member]’s name is ___.”, e.g., “My great grandmother’s name is Gul Bano,” or “My brother’s name is Sarmad Khan.”

Activity 2: 10 Minutes

- ◇ Divide the class into pairs.
- ◇ Give them the following situations one by one and ask them to introduce themselves through role play. For example, you are playing cricket in the street. Your ball went into your neighbor’s house by mistake. How will you introduce yourself to the lady who lives there?
- ◇ Example: “Assalam-o-Alaikum. My name is Ali, I am your neighbor from House number 43.’ Or if you go to the tailor to pick your mother’s clothes, how will you introduce yourself?
- ◇ Example: “Assalam-o-Alaikum, I am Tina. I am Mrs. Habib’s daughter.” Or if there is a new child in your class, how will you introduce yourself? “Hello, my name is Nadia. Pleased to meet you. May I have your name, please?”
- ◇ Also, ask them to introduce their family to the partner.
- ◇ Once they have completed this task, invite 2 – 3 students to introduce themselves and their families to the whole class.



CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling students that oral communication skills can be improved if we regularly practice speaking English on different occasions without hesitation. When we meet others we should also introduce ourselves in simple two or three sentences.
2. While responding to others when they are introducing themselves to you, it is important to use polite phrases.



ASSESSMENT

2 MINUTES

3. Assess students informally during activities 1 and 2 above.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Encourage students to use these phrases at home, and share their experience with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

DIGRAPHS, TRIGRAPHS AND CONSONANT CLUSTERS



STUDENT LEARNING OUTCOMES

- Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- Identify, recognise and articulate three or more lettered sight words.
- Pronounce common consonant digraphs in initial and final position.
- Recognise and pronounce with reasonable accuracy common two-consonant cluster in initial position.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.

INFORMATION FOR TEACHERS

1. This lesson plan deals with different SLOs related to alphabet clusters.
2. Activities 1 and 2 will be repeated for different digraphs and trigraphs.
3. You may decide how much time to spend at each step, depending on your students' progress.
4. While teaching the lesson, the teacher should also consult the textbook at all steps whenever applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Two jars of poster paints: red and white. White/blackboard, charts with different activities, flash cards, texts/other print resources. Whenever possible, bring actual products to class instead of showing flash cards.



INTRODUCTION

10 MINUTES

1. Give a short color-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two alphabets and create a single sound!



2. Ask them to repeat: Red and white make? (They reply 'pink').

- Then say 'c' and 'h' make the 'ch' sound.
- Ask them to repeat the last point.



DEVELOPMENT

50 MINUTES

Activity 1: 10 Minutes

- Introduce a digraph, for example 'ch'.
- Ask them to brainstorm: which words begin with the 'ch' sound. If they get stuck, give them hints, like what foods start with 'ch' (chocolate, chips, cheese), or which country starts with 'ch' (China).
- Make/use cut outs of pictures, flashcards of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters.

_ _ a i r _ _ i p

FOR EXAMPLE

chair	Ship	Phone
Chain	Shop	Photo
Chip	Sheep	

- You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don't have to copy the drawings unless they want to copy one or two of them).
- Or give picture flashcards to one group of students and word flashcards to the other group of students. One member from one group will read the name and the member in the other group having the picture will come out with the picture and say the name aloud. Then all the students will say the name aloud.
- Tell the students that the two successive letters in the word phone represent a single sound e.g. ph for the sound /f/.
- Tell the students to say and read the given words carefully recognizing that 'sh', 'ch' and 'ph' represent one sound, just like red and white colour make pink when mixed together.
- Prepare a worksheet with names of objects in one column and pictures in the other column. The name should not be directly in front of the object. The two lists should be jumbled up. Ask the students to say the name of the picture aloud and join the picture with the word.

Activity 2: 10 Minutes

- Repeat these reading and writing activities as the students' vocabulary increases (stay within the recommended word list/graded vocabulary for this level).



Activity 3: 10 Minutes

- Repeat Activity 1 and Activity 2 for other digraphs and for trigraphs in initial and final position.
- Each time you introduce a new word blend, revise all the ones done previously.

Digraphs in final position in a word.

1. Give list of words having digraphs at final position.

For example:

Wash	Peach	Graph
Bush	Reach	
Rush	Beach	

2. Give list of words having trigraphs at final position.

For example:

High	Watch
Sigh	Match
Thigh	Fetch

Activity 4: 7 Minutes

1. Give a list of words with and without digraphs and trigraphs.

Sample List:

cat, rat, chat, batch, patch, dash, cash, watch, car, high, sheep, peep, chair, photograph:

2. Divide the class in groups or two teams. Ask each group/ team to take one word, to utter and differentiate between the sounds of individual letters, digraphs and trigraphs in initial or final positions in that particular word.

Activity 5: 7 Minutes

1. Give list of sight words. The list may be:

is	are	this
that	her	of
or	it	am

2. Tell the students that some words are immediately recognised as a whole.
3. Make flashcards of common sight words.
4. Write two words on the board. Ask the students to repeat these words after you a couple of times. As you do so, point to the word on the board and show the flashcard that has the same word.
5. When the students have had enough practice, call each student to the board. Give the two flashcards and ask him/her to match each word with the one written on the board. Ask him/her to retry if he/she is unable to do so.
6. Ask students to use the word in a sentence. If they get stuck, ask them a question that would help them get started. For example, put a brightly coloured ball (or doll or any other toy) in the door and ask, 'What is that?'
7. Write these words in their notebooks.
8. Practice with more sight words from the textbook using above activity. Make sentences with the sight words for more practice.

Activity 6 6 Minutes

Note: The word consonant cluster is for the teacher to understand and is not to be told to the students.

1. Brainstorm: Ask students to think of words that start with the 'bl' sound. Give them clues if they feel stuck, for example, say to them 'Can you think of any colours that start with 'bl'? (blue, black).

2. Give a list of words having two-consonant clusters in initial positions. The list may be:
Before giving any list, always ask students if they know words starting with the letter or letter cluster.

blank	stem	cry
blink	step	crawl
blue	stick	crow

3. Tell the students that some series of consonants are pronounced together e.g. the sound /st/ in stamp, 'bl' in blank and 'st' in stem/step, stick.
4. Ensure not to pronounce these clusters as /bal/, /sut/, making the words sound as bul ank, suturem (instead of stem).



CONCLUSION / SUM UP

3 MINUTES

1. Divide students in two teams and ask them to quiz each other. You should have prepared a list of questions too. In case students need help, they should ask..



ASSESSMENT

5 MINUTES

1. Ask students to utter words starting/ending with a particular digraph/ trigraph. Notice how promptly they are able to utter words for each di/trigraph. This will help you decide how much more practice they require.
2. Ask students to identify the digraph/trigraph by hearing its sound. For example if you say 'chair' they should be able to tell that it starts with 'ch'. Repeat with other digraphs/ trigraphs.
3. The assessment is based on activities. Use formative assessment to assess the students' performance.
4. The teacher is also required to involve students in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to point out words with consonant clusters while teaching other subjects, in the playground or during conversation with the students. For example, when you are talking about food, and someone mentions 'ice-cream', the teacher may point out that 'cream' has 'cr' at the beginning.
2. Ask students to review the spellings of words on the list.
3. Give additional lists of words for students to review their spellings.
4. Go over word spellings in class before giving them for homework. Get them in the habit of figuring out the spellings following the sounds, before they memorize the spellings.

PREDICTION THROUGH PICTURES



STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the poem by looking at pictures in the text.

INFORMATION FOR TEACHERS

1. Children always take great interest in poems with pictures.
2. Select poems that are short and contain relevant pictures to create the students' interest.
3. At the pre-reading stage, students will try to guess about the poem by looking at the pictures.
4. The focus must be on poems with illustrations for making predictions about them.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

1. Draw the following picture on the writing board or show it on a chart:



2. Ask students to describe what they see in the picture.
3. Take their response (hints: rain, umbrella, etc.)
4. Tell them that we are going to recite a poem related to this picture.
5. Ask students to look at the picture again and guess what this poem is about.
6. Allow two or three students to share their responses with the whole class.

Now sing the poem with students:

Rain, rain – go away,

Come again another day.

DADDY wants to play.

Rain, rain – go away,

Come again another day.
MOMMY wants to play
Rain, rain, go away.

Rain, rain – go away,
Come again another day.
BROTHER wants to play.
Rain, rain – go away.

Rain, rain – go away,
Come again another day.
SISTER wants to play.
Rain, rain – go away.

Rain, rain, go away,
Come again another day.
BABY wants to play
Rain, rain – go away.

Rain, Rain – go away,
Come again another day.
ALL THE FAMILY wants to play.
Rain, rain – go away.

(Note: If you feel there is little time for this activity, use this shorter version of the poem given below):

Rain rain go away,
Come again another day.
Little children want to play;
Rain, rain, go to Spain,
Never show your face again!



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display the following chart with the poem.



2. Hide the poem from students and just show the pictures of the given poem.
3. Ask the following questions from the students:
 - ◊ What do you see in the pictures? (Hints: flowers, sun, bee, birds, etc.)
 - ◊ In which season flowers bloom? (Hint: spring)
4. Allow three or four students to share their responses.
5. Tell students that this picture is related to a poem we are going to read.
6. Ask them, "Can you guess what the poem is about?"
7. Take their responses.
8. Read aloud the poem with the help of the chart and check if their answers are correct.
9. Use appropriate expressions, stress, and intonation. Involve students in singing and performing related actions. Ask them a few comprehension questions too.

Activity 2:

10 Minutes

1. Divide the class into two groups.
2. Assign each group a poem from the textbook which they have not read yet.
3. Ask them to look at the picture and predict what the poem is about.
4. Tell them to predict the words related to the pictures that may be in the text.
5. Ask them to make a list of words they predict about each picture.
6. Ask students to match their responses with the poem and check if their responses are correct.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that pictures/illustrations help us in a better understanding of the poem. By looking at the pictures, we can guess/predict what the poem is about.
2. In short, pictures give us clues and we can find links using the keywords and pictures.



ASSESSMENT

5 MINUTES

1. Assess students during activities 1 and 2.
2. Use another poem or story with pictures/ illustrations and ask students to look at the pictures and guess what the poem/ story is about.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select any poem of their choice from the textbook and draw a picture of the poem.
2. The next day, display their work on the wall and arrange a gallery walk for students to predict what these poems are about by looking at the pictures.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

SIMPLE WH-QUESTIONS



STUDENT LEARNING OUTCOMES

- Comprehend and respond to simple wh-questions..

INFORMATION FOR TEACHERS

- Questions are an important form of communication, through questions children start figuring out their world.
- Question words are terms specifically used to gather information about a topic, person, or situation. Given their nature, these are the first words children use to acquire facts about their worlds. This type of questions gets its name from the fact that most of them start with wh- or h.
- Wh-questions help students to understand the function of question words.
- Use proper intonation while asking questions.
- Help students understand the difference, when we read a sentence that ends with a full stop (.) and one that ends with a question mark (?).
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Picture of a park/playground/ writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Greet students by saying 'Assalam-o-Alaikum'.
- Randomly ask a few students the following questions.
 - What is your name?
 - Where do you live?
 - Who is your best friend?
 - When is your birthday?
 - Why do you come to school?
- Ask students to find out what was common in these questions. (Elicit the wh-forms or wh-words).
- Tell students that today they are going to practise asking and responding to the questions that begin with a wh-word, i.e., what, when, where, who, and why.
- Tell students that such questions are frequently used in our daily-life conversations with others.

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

1. Display a picture of a park/playground and ask the following questions:



- ◇ Which place is shown in the picture?
- ◇ Where are the children playing?
- ◇ What is shining bright in the sky?
- ◇ Who is sitting on the bench?
- ◇ Why is the girl sitting on the bench sad?

Expected Answers:

- ◇ A park/playground.
 - ◇ In a park/playground.
 - ◇ The sun.
 - ◇ A girl.
 - ◇ She has no friends.
2. Encourage students to respond to the questions.
 3. Explain to them that we use 'wh-words' when we ask questions. Tell them these are also called the '5-Ws' (i.e., Who, What, When, Where, and Why).
 4. Ask the students to use 'what' when you want information about a thing.
 - ◇ Use 'when' when you want information about time.
 - ◇ Use 'where' when you want information about a place.
 - ◇ Use 'why' when you want to know the reason for something.
 - ◇ Use 'who' when you want information about a person.

Activity 2:**10 Minutes**

1. Write the following sentences with the word bank on the writing board:

Word bank:

Who What Where When Why

- a. _____ is the most intelligent student in the class?
 - b. _____ is your English book?
 - c. _____ is your favourite colour?
 - d. _____ is your Urdu test?
 - e. _____ don't you play cricket?
2. Ask students to choose a suitable word from 'wh- words' from the word bank provided to complete each sentence.
 3. Read a sentence and ask a few students randomly to fill in the blanks by using 'wh-words'

from the word bank.

4. Ask students to take out their notebooks, copy the sentences and write correct 'wh- words' from the word bank.
5. Move around the classroom to facilitate students.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that pictures/illustrations help us in a better understanding of the poem. By looking at the pictures, we can guess/predict what the poem is about.
2. In short, pictures give us clues and we can find links using the keywords and pictures.



ASSESSMENT

5 MINUTES

1. Assess students' abilities during activities 1 and 2 above.
2. Help students if they face any difficulty.
3. Ask a few more questions from the students.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to interview their brother/sister/ cousin or a friend using 'wh' questions. Share the following list with them and ask them to use some of these questions for conversations with their siblings/ cousins/ friends:
 - What is your favourite thing to do?
 - What was your favourite part of your day at school?
 - What's the funniest thing you saw this week?
 - Where is your favourite place to be?
 - Where does your mother/father work?
 - When is your birthday?
 - How is your bedroom decorated?
 - What is your favourite book? Why do you like it?
 - What do you like to do for fun?
 - Where do you like to go for a picnic?
 - Assign students to do the relevant activities/ exercises from their textbook as homework.

NAMING WORDS (PARTS OF THE BODY)



STUDENT LEARNING OUTCOMES

- Recognise and classify into different categories, some simple naming words from pictures and immediate surroundings, e.g., parts of the body.

INFORMATION FOR TEACHERS

- The students of Class II should have the ability to differentiate between various categories of things as living and non-living things, humans, animals, and plants, etc.
- They should be enabled to know the names of things/ objects in the surrounding/ environment as well as parts of the body.
- Learning the names of body parts can help broaden children's learning experience.
- As children grow up, they start to recognise that they can run, play, laugh, and sing. As they develop and become more curious about their bodies, it is necessary to teach them about body parts for kids.
- In order to make it easier to learn, it is useful to divide the topic into the torso, extremities, and internal parts.
- Consult the relevant textbook unit while teaching this lesson.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk /markers, duster, a famous picture of a beggar, child standing outside of a classroom wherein students are sitting on benches comfortably, and textbook.



INTRODUCTION

5 MINUTES

- Review the concept of naming words/ nouns with the class.
- Ask students if they had their breakfast this morning. (Their expected response will be 'yes').
- Then, ask them randomly, what items were included in their breakfast? (Write their responses on the writing board such as egg, tea, butter, bread, milk, juice, apple, banana, etc.).
- Next, ask them to tell the names of things lying in their school bags and write their responses on the writing board such as books, notebooks, pencil, pen, scissors, sharpener, etc.
- Tell them these all words are naming words. They are also called 'nouns'. Tell them today they are going to learn and practise the names of their body parts.

**Activity 1:****13 Minutes**

1. Write the following rhyme on a chart.
2. Either sing or play the rhyme and ask students to listen, observe, and act out by touching the parts of the body as they are mentioned in the poem. Use gestures and touch each part of the body mentioned in the song.

Head and shoulders knees and toes

Knees and toes

Head and shoulders knees and toes

Knees and toes

And eyes and ears

And mouth and nose

Head and shoulders knees and toes

Knees and toes

Feet and tummies arms and chins

Arms and chins

Feet and tummies arms and chins

Arms and chins

And eyes and ears

And mouth and shins

Feet and tummies arms and chins

Arms and chins

Hands and fingers legs and lips

Legs and lips

Hands and fingers legs and lips

Legs and lips

And eyes and ears

And mouth and hips

Hands and fingers legs and lips

Legs and lips

Head, shoulders, back, and belly,

back and belly

Head, shoulders, back, and belly,

back and belly

And eyes and ears and mouth and nose

Head, shoulders, back, and belly,

back and belly.

Now, swing a part of the poem in reverse, like this:

Toes, knees and shoulders, head,

shoulders, head

Toes, knees and shoulders, head,
 shoulders, head
 And nose and mouth and ears and eyes
 Toes, knees and shoulders, head,
 shoulders, head.

3. Next, invite 2 – 3 students randomly to come up, sing and act individually.
4. Finally, name a part of the body and ask students to touch it.

Activity 2: 10 Minutes

1. Divide the class into pairs.
2. Ask students to look at the poem/ rhyme written on the chart they just practised singing in the last activity.
3. Ask them to find out the names of the body parts mentioned in the poem and make a list.
4. Next, ask them to organise the naming words for parts of the body in two groups:
 - ◊ List 1: from the head to the waist
 - ◊ List 2: in both legs and arms
5. As the pairs work, move around and provide support.
6. Invite 3 – 4 pairs to share their work with the whole class.
7. Appreciate students for their active participation in the activities.



CONCLUSION / SUM UP

2 MINUTES

1. Derive the conclusion from the answers of the students that words describing parts of the body and other objects/things and places are called naming words.
2. It is important to know the names of our body parts.
3. Our body is a gift from Allah and we should take care of it.



ASSESSMENT

3 MINUTES

1. Ask students randomly to name the parts of the body they have learnt in this lesson.



HOMEWORK / FOLLOW UP

2 MINUTES

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

NAMING WORDS



STUDENT LEARNING OUTCOMES

- Recognise & match common singular naming words from the immediate environment.
- Classify naming words into different categories such as person, pet, animal, place or thing.
- Use naming words in their speech and writing..

INFORMATION FOR TEACHERS

1. To make this lesson more interesting and realistic the teacher should refer to common and familiar objects.
2. To ensure maximum participation of students, they should not be discouraged if they can't answer or name the things in English.
3. While teaching, the teacher should also consult activities mentioned in the textbook for better understanding.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing Board, chalk/marker, picture charts of different objects.

PERIOD-I



INTRODUCTION

5 MINUTES

1. Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
2. Point to the different things/objects in the classroom and ask the students to name them.
3. Ask students, what is a naming word/noun?



DEVELOPMENT

20 MINUTES











Activity 1:

10 Minutes

1. Tell the students that every object has a name.
2. Ask students to open the relevant page of their textbook (related to naming words).
3. Invite a few students in front of the class (one by one) and ask them to name an object from exercise F.
4. Encourage the students if they do not know the name of objects in English.
5. Tell the students again that everything has a name which helps to distinguish it from other things/objects.

Activity 2:**10 Minutes**

1. The teacher will display the following chart on the writing board.

Column A	Column B
	dog
	car
	boy
	bag
	egg
	fish
	banana
	cake
	table
	bat

2. Invite a few students randomly to the writing board and ask them to recognise & match common singular naming words with their respective pictures using a chalk/marker.
3. To re-enforce, repeat the same activity with a few more students.

Encourage the students to participate actively so that they can better understand this concept.

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

Tell students that today we have learnt about noun such as the name of an object (Ball, Desk, Chair), person (Hassan Khan, Ijaz Gul), place (Peshawar, playground, room), and animal (Fish, Cat, Goat).

**ASSESSMENT****5 MINUTES**

1. The teacher will assess students' performance during the activities.
2. The teacher will facilitate those students who still face difficulty in recognizing and matching common singular naming words from the immediate environment.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write the names of different things/objects in their notebooks at home and show it to the class when they come next day.
2. Make sure that the students can name different objects/things which they can see in their surroundings.



PERIOD-II



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, and picture chart of different objects.



INTRODUCTION

5 MINUTES

1. Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
2. Write the following questions on the writing board.
 - ◇ Do you know what a person is?
 - ◇ Do you know what a place is?
 - ◇ Do you know what a thing is?
 - ◇ Do you know what an animal is?
3. Ask these questions from students and write down their responses on the writing board.

Expected answers:

- ◇ A person is a noun.
- ◇ An animal is a noun.
- ◇ A place is a noun.
- ◇ A thing is a noun.



DEVELOPMENT

24 MINUTES

Activity 1:

12 Minutes

1. Ask the students to open their textbooks at the relevant page.



2. Ask the students to look at the pictures carefully.

3. Randomly ask the students to recognise and name these objects/nouns.
4. Now, ask the students to fill in the table on page 12 (Edition 2018-19) and classifying naming words given into different categories.

Person	Place	Thing

Activity 2: 12 Minutes

1. Write the following naming words on the board and ask students to use naming words in their own sentences. mosque, teacher, cat, computer, cake.
2. Constantly move around the class and make sure that students are responding correctly. In case of any difficulty, help students until they understand and complete the activity.



CONCLUSION / SUM UP

2 MINUTES

Dear students, today we learnt that naming words are called noun and nouns can be classified into different categories such as place, person, thing and pet etc.



ASSESSMENT

2 MINUTES

1. The teacher will evaluate students' abilities during the activities.
2. The teacher will facilitate those students who are still struggling to understand the concept.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write 10 naming words in their notebooks and classify them into different categories such as person, pet, animal, place or thing etc.
2. Make sure that the students can classify noun into different categories such as person, pet, animal, place or thing etc. from their daily life.
3. Ensure that the students can use common naming words in speech and writing.

PRONOUNS



STUDENT LEARNING OUTCOMES

- Distinguish between and use substitution words.
- Illustrate the use of substitution words learnt earlier as subjective case. Recognise that some words substitute particular and general naming words.
- Illustrate use of words that point to something.
- Identify and use words showing possession e.g. my, your, his, her, our, their.
- Recognise and Use substitution words as objective case: me, us, you, him, her, them, it.

INFORMATION FOR TEACHERS

1. Teach the topic alongside other parts of speech done before. Don't teach pronouns separately from naming words, action words and describing words.
2. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable..



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, flash cards, textbook.



INTRODUCTION

10 MINUTES

1. Read a 5-6 sentence story to the students that would be of interest to them.
2. Repeatedly use the name of the main character of the story, instead of using a pronoun.
3. Ask students if it sounded strange to them; help them identify what was strange.
4. If they are unable to point it out, you can tell them that we don't use the naming word again and again, but use pronouns or substitution words in its place, so we don't sound strange.
5. Sample story to be read out to the students:
6. Once there lived a caterpillar. He was a very hungry caterpillar. The caterpillar ate a nice juicy apple. Then the caterpillar ate a chocolate cake. The caterpillar also ate an ice-cream. The caterpillar was still looking for more food. The caterpillar found a little leaf. Then the caterpillar went to sleep inside the caterpillar's shell called a cocoon. When the caterpillar woke up, the caterpillar had changed into a pretty butterfly.



DEVELOPMENT

45 MINUTES

Activity 1:

15 Minutes

1. Teach substitution words through demonstration in the classroom. Call a student in front

of the class. Say 'I am Ali' (or your name)' pointing to yourself. Say 'You are Uzma' (or the student's name)' pointing to the student. Tell the students that 'I' is used for the person who is speaking. 'You' is used for the person speaking to. Now ask each student to tell his/her name using I and then he/she should tell your name, using 'You'.

2. Form pairs. The student will say 'I' pointing to him/ herself and say 'You' pointing to the student he/she is speaking to. Practise till all the students understand the use of 'I' and 'You'.
3. Now teach 'We' and 'You' in the same way. Tell the students that 'We' is used for more than one person. 'You' is used for the persons being spoken to. 'You' is the same for both singular and plural persons being spoken to. Form groups. One group of students will say 'We' pointing to themselves and say 'You' pointing to the group of students they are speaking to. Practise till all the students understand the use of 'We' and 'You'.

Activity 2: 15 Minutes

1. Point to the table and say, "This is a table. It is made of wood." Point to the picture of a goat and say, "This is a goat. It has four legs. Tell the students that 'It' is used for non-living things and animals.
2. Use flashcards to repeat the use of pronouns.

Activity 3: 15 Minutes

1. Teach words showing possession (my, your, his, her, our, their) by demonstrating with the help of the following sentences:
 - ♦ I am Ahmad. This is my book. (point to yourself).
 - ♦ You are Ali. This is your book. (point to the person you are speaking to).
 - ♦ He is Aslam. This is his book. (point to a boy you are speaking of).
 - ♦ She is Salma. This is her book. (point to a girl you are speaking of).
 - ♦ We are students. It is our room. (point to yourselves).
 - ♦ They are students. This is their school. (point to the boys or girls you are speaking of).
 - ♦ The words indicate possession.
2. This activity can also be done with the help of flashcards. Prepare word flashcards with possession words. Prepare picture flashcards showing possession. For example:
 - ♦ A boy having a book in his hand and pointing to himself will have the word 'my'. Ask the students to put word flashcard 'my' with the picture.
 - ♦ In the same way, prepare flashcards and do the activity with your, his, her, our, and their.
3. Teach substitution words me, you, him, her, us, them by demonstrating with the help of the following sentences.
4. I am Ahmad. Give me a cup of tea. (point to yourself).
5. You are Ali. This cup of tea is for you. (point to the person you are speaking to).
6. He is Aslam. Give him a cup of tea. (point to a boy you are speaking of). She is Salma. Give her a cup of tea. (point to a girl you are speaking of).
7. We are students. Give us cups of tea. (point to yourselves).
8. They are students. Give them cups of tea. (point to the boys or girls you are speaking of).

Note for teacher: The words indicate in the beginning of the sentence are subjective case of pronoun. They are used as the subject of the sentence. The italic words in the sentences are the objective case of pronouns. They are used as the object in the sentence. Ask the students to use objective case of pronoun following the given examples.

9. Select a text with names and substitution words. Ask the students to underline substitution words used in the text.
10. Select another text having names and substitution words. Remove substitution words and ask the students to use appropriate substitution words in the blanks. Do this activity orally first or ask students to do it in groups.

11. Repeat with another text, this time asking to fill in the blanks on their own.



CONCLUSION / SUM UP

5 MINUTES

1. Tell the Students that:
 - ◇ I, you, me, he, she, they are pronouns.
 - ◇ My, your, his, her, our, they show possession.



ASSESSMENT

10 MINUTES

1. Give students a text with some blanks. Ask students to fill the text using pronouns.
2. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

5 MINUTES

1. You may give one sentence and ask students to make the second one using pronouns and describing words.

Suggested sentences:

2. I have a sister. (Students may add a sentence like, She is a one year old, or Her name is Ayesha, or She is in class 2, She is thin, etc.).
3. This is a bag. (Students may add sentences like: It is blue, It is very big, It is your bag) etc.

WRITING SIMPLE WORDS



STUDENT LEARNING OUTCOMES

- Write simple two/three-syllable words with correct spelling.
- Leave spaces between words.

INFORMATION FOR TEACHERS

1. A syllable is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words. For example, the word hotel has two syllables: ho and tel. The word dog has one syllable.
2. Learning to put spaces in between words takes a huge amount of time for most children. It is a really abstract concept for them, and they are learning it with lots of other components of early writing, at the same time.
3. To teach how to space in between words, start by getting children used to clapping and chanting sentences. Make fun out of spacing by letting them create spaces with their toys or sweets! Next, get them to use their finger placed down in between words.
4. While teaching the lesson, the teacher should also consult the textbook at all steps when required.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, flashcards, word lists, textbook, etc.



INTRODUCTION

5 MINUTES

1. Give students a simple sentence, such as 'Brush your teeth.'
2. Ask them to chant it together while clapping – 'Brush-your-teeth.'
3. Also, get them to count the words afterwards, so it goes like: 'Brush-your-teeth. 1-2-3!'
4. Repeat with a few other different sentences! Include funny sentences or add something your students enjoy talking about.
5. Tell students that words in a sentence have spaces between them. This helps the reader understand where one word ends and the other begins. Tell them that today they are going to practise writing simple sentences with spaces between words.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Using the following sample dialogue, demonstrate to your students what a syllable is:
 - ♦ "All words have syllables. These are small parts of a word that can be spoken in one

go. A word might have one, two, or even more syllables.”

- ◇ “Reading has two syllables: read (clap)—ing (clap).” [To demonstrate, clap as you say each syllable].
- ◇ “Blue has one syllable: blue (clap).”
- ◇ “Napkin has two syllables: nap (clap)—kin (clap).”
- ◇ “Now you try. Clap your hands for each syllable in the word ‘pencil’.”

2. Have your student practice with these words:

seven	mice	dolphin
window	truck	paper
yellow	toys	elephant

3. Next, divide the class into four groups.
4. Assign the following words to each group and ask them to identify syllables, first by clapping them while saying a word, and then by putting a slash (/) between them while writing:
- Group 1: basket, rocket, ticket
- Group 2: profit, unfit, water
- Group 3: cabin, jacket, solid
- Group 4: picnic, finish, heater
5. Once they are done, invite one student from each group to share their work with the whole class.

Activity 2: 10 Minutes

1. Tell students that now they are going to write a few simple sentences. Remind them of the concept that words in a sentence have spaces between them.
2. Tell them that you will speak a sentence and they will write using their fingers for spacing between the words. Demonstrate it with a simple sentence on the board: I eat apples.
3. Tell students that as you speak a sentence word by word, they should write a word, put their finger down on paper next to the word, then write the next word after it, and continue doing it until the sentence has ended.
4. Give them this practice with the following sentences:
 - ◇ I can run.
 - ◇ You like sweets.
 - ◇ We read books.
5. If any students are struggling, explain it to them again. Spacing between words is a difficult concept and it may take time to master.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that:
 - ◇ Words have smaller parts or segments called syllables, e.g., ‘pencil’ has two parts: pen and cil.
 - ◇ Words have boundaries, they begin with a letter and end with another letter. So, when we write them in sentences, we should leave spaces between them.



ASSESSMENT

5 MINUTES

1. Ask students to identify the syllable in the following words.

cupboard, chair, flower, butterfly

2. Ask them to write these words in their notebooks, leaving spaces between them.



HOMEWORK / FOLLOW UP

2 MINUTES

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

FORMAL AND LEXICAL ASPECT OF LANGUAGE



STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

- Comprehension is the ability to understand something.
- Story is a tale that is made up for entertainment or a retelling of something that occurred or a piece of gossip that is being spread.
- A story is also a description of imaginary people, things and events which is written or told in order to entertain and teach lesson.
- Story telling should be an on-going activity throughout the term. You may do it using the introduction activity format.
- Select stories that are short and simple enough for the students to follow them.
- Select stories that do not contradict moral and ethical values.
- Do not be afraid to create your own stories for your children.
- Story telling is an important exercise to involve children in a language.
- Make it an enjoyable activity by creating lots of props, reading the dialogues with a lot of expression and encouraging different opinion on characters.
- Enjoy story-time and your students will enjoy and learn from it.
- While teaching the lesson, the teacher should also consult textbook at all steps when and where required..



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Pictures, board, marker/chalk, chart, paper tap.

PERIOD-I



INTRODUCTION

5 MINUTES

- Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
- Ask the students, do you like stories? (Expected answer: Yes)
- Tell the students that yesterday:
"When I left home for school, I saw a little hungry puppy lying on the ground. I gave some milk to the puppy. The Puppy drank milk and ran away".
- While narrating the incident use proper intonation, stress pronunciation and body language.
- Now ask few questions from the students about the said incident.

- ◊ Who was lying on the ground?

Expected answer: puppy.

- ◊ Why puppy was lying on the ground?

Expected answer: Because the puppy was hungry.

- ◊ What I gave to the puppy?

Expected answer: milk

6. Praise students for their correct responses and encourage those students who still face difficulties.
7. Now tell the students that today we will learn about stories.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Write the following story on the writing board

Ali is a little boy. One day, he lost his cricket bat. He looked for it under the bed, searched it in the garden but could not find that. He thought to ask the gardener about his bat. When he went to the garden, he saw that the gardener was busy digging the ground. He asked the gardener if he had seen his bat. The gardener said that he had seen a bat under the tree. Ali ran towards the tree and found his bat.

2. Read the story aloud with proper intonation, stress pronunciation and body language.
3. Read the story with a lot of expression and encourage different opinions on characters.
4. Ask a few students to read the story with proper intonation, stress pronunciation and body language.
5. Now ask students a few questions about the given story.

- ◊ What is the name of the boy?

Expected answer: Ali

- ◊ What was Ali looking for?

Expected answer: Bat

- ◊ Where did he look for the bat?

Expected answer: under the bed and in the garden.

- ◊ What was the gardener doing?

Expected answer: He was digging the ground.

- ◊ Where was the bat?

Expected answer: The bat was under the tree.



CONCLUSION / SUM UP

3 MINUTES

Say, dear students today we have learnt to comprehend stories by focusing on its character, its beginning; middle and its end.



ASSESSMENT

5 MINUTES

The teacher will informally assess the students' abilities during the activity.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask the students to read a simple story of their choice at home and share their likes/ dislikes about the character in the story.
2. Similar activities are to be done once or twice a week throughout the year.

Period 2:

35 Minutes



STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Poetry is a type of literature, or artistic writing that attempts to stir a reader's imagination or emotions.
2. Poem is a collection of words that expresses emotions, ideas and is chosen for its beauty, sound and is carefully arranged often in short lines which rhyme.
3. Singing nursery rhymes should be an on-going activity throughout the term.
4. Select poems that are short and simple enough for the students to follow.
5. Select poems that do not contradict moral and ethical values.
6. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
7. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.



MATERIALS / RESOURCES REQUIRED

- Poems "Rain Rain Go away" and "Five Little Monkeys Jumping on the Bed", writing board.



INTRODUCTION

5 MINUTES

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Ask the students to turn to page 73 of the textbook (Edition 2018-19).
4. Read the poem "Rain Rain Go away" with actions.
5. Ask the students to follow reciting the poem with rhyme, intonation and actions.
6. Ask the students to find rhyming words from the poem.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Write the poem "Rain Rain Go away" on the writing board.
2. Recite the poem again with rhyme, intonation and actions.

3. Ask the students to follow. Continue till they can sing it together as a group.
4. Ask students to come forward in pairs/groups to recite the poem.
5. Point to one line in the poem and ask students to read it.
6. Now ask students a few questions about the given poem.

◊ Who should go away?

Expected answer: Rain

◊ When should the rain come again?

Expected answer: May or June

◊ Why should the rain go away?

Expected answer: Little children want to play.

◊ What words from poem rhymes with away?

Expected answer: May, day, play.



CONCLUSION / SUM UP

3 MINUTES

1. Say, dear students, today we learnt that unlike stories, poems also have a theme.
2. Say, read poems aloud multiple times to get a feel for the rhythm and sound and to understand it.



ASSESSMENT

5 MINUTES

1. Ask students to tell the story of the above poem in their own words.
2. Have the students answer the questions in the poem comprehension to practice their comprehension abilities and assess their comprehension.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read a simple poem of their choice at home and share their likes/dislikes about the poem when they come to the class next day.
2. Similar activities are to be done once or twice a week throughout the year.

Month

2

PREDICTING A STORY



STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

- Making predictions is a simple way for young readers to begin their comprehension journey. Predictions are created by combining clues that the author leaves for the readers, such as words, pictures or text features and what the teachers know.
- When asking students, it is important to ask them WHY they think that.
- Predicting encourages students to actively think ahead and ask questions.
- It also allows students to understand the story better, make connections to what they are reading, and interact with the text.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Picture, story chart, textbook, writing board, chalk/ markers, etc.



INTRODUCTION

5 MINUTES

The teacher will:

- Tell the students that you are going to play a quick game with them.
- Explain that they are going to re-enter the room and provide clues as to what they will do next.
- Explain that when they can tell what will happen next/ in future is called prediction.
- Re-enter the classroom and go directly to pick up the textbook.
- Put on reading glasses (if you have them), as another action/clue to helps students predict.
- Then, stop and ask students to predict what you are going to do next.
- Expected answer: We will read/study.
- Ask them to provide observations or clues that support their prediction.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Display a picture chart of a story on the board.



2. Ask students to quietly observe the pictures for a few minutes and come up with one detail that gets their attention.
3. Guide them through the process by telling them to think about the setting, characters, time and the details etc.
4. Ask students to predict the plot, mood, setting of the story.
5. During this process, ask the following questions from the students:
 - ◇ What makes you think of that?
 - ◇ How do the characters feel?
 - ◇ How do you know this?
 - ◇ Where are the children playing?
 - ◇ Who is hiding behind the bushes?
 - ◇ What appeared in the bushes?

6. Now read aloud the given story text to the class.

Ahmad and his friends were playing hide and seek in their garden. Ahmad was hiding behind the bushes and Sara, his younger sister, was looking for him. Suddenly, she saw a snake in the bushes. She cried out in fear; S..s.snaaake.....

7. Pause here and ask students to look at the given pictures, tell what is most likely to occur next?
8. Write their responses on the writing board.
9. Finally read aloud the remaining part of the given story.

Hearing the cry, Ahmad jumped out of the bushes. They were scared. Suddenly, Sara noticed that the snake did not move, it stood still. She told his brother that the snake looks dead. Ahmad went near the snake. To their surprise, it was not a real snake but a toy snake.

10. Check students' responses with the remaining part of the story.
11. Appreciate students who made correct prediction.
12. Explain students that as readers, we can use clues to predict what is going to happen next in a story.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Take out a popular/well known story book and ask aloud about what students think will be the main theme or events in the story? Teacher asks for students' input about what predictions they make.



ASSESSMENT

5 MINUTES

The teacher will:

1. Informally assess students' abilities during the activity.
2. Help students, if they face any difficulty.



The teacher will:

1. Ask students to listen to weather news on TV/radio to predict about the weather for the next day.
2. Similar activities are to be done once or twice a week throughout the year to reinforce the concept of predicting a story by looking at picture(s) in texts.

LOCATING FACTUAL INFORMATION



STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while-reading) to locate specific factual information to answer in a word or two, simple short questions in a word or two.

INFORMATION FOR TEACHERS

- Reading activities are defined as “activities that help students to focus on aspects of the text and to understand it better”.
- Skimming (quick reading) is the ability to locate the main idea within text.
- Using this reading strategy will help students to become proficient readers.
- Consult textbook at all steps while teaching this lesson.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Short story text, writing board, chalk/ markers, textbook, etc.



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
- Appreciate those students who respond to the greetings correctly.
- Show a picture of a family to the students and ask them to guess the topic of the story that they are going to read.
- Get answers from students and note down on the writing board.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

Write the given passage on the writing board:

Sara has a small family. She lives with her parents. Sara also has two pets. Sara's mom is a doctor. Sara's mom works at the hospital. Sara's dad is a teacher. Sara has two brothers. Ahmad is ten years old. Asad is fourteen.

- Ask students to read the above passage carefully.
 - Write the following MCQ type questions on the writing board and ask students to choose the correct option.
- How many pets Sara has?

- a. four b. five c. two d. three
2. Where does Sara's mom work?
a. at restaurant B. at home C. at hospital d. at school
3. How old is Ahmad?
a. ten years B. twelve years C. fourteen years d. nine years
4. How many brothers Sara has?
a. four B. three C. two d. one
- Ask the students to write the correct answers in their notebooks.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Tell students that skimming (quick reading) will help them find out required information in a given text in a short time. It does not involve scanning (deep reading) of a text.



ASSESSMENT

5 MINUTES

1. Assess students' learning by asking similar questions while telling a short story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to notice information written on sign boards/ bill boards while going back home, and share it with the class the next day.
2. Throughout the year ask students simple questions about short stories.

PANTOMINE AND SIMPLE ROLE PLAY



STUDENT LEARNING OUTCOMES

- Respond to the text (post- reading) to:
 - ◊ Express understanding of story through pantomime / simple role play.

INFORMATION FOR TEACHERS

1. Story is a tale that is made up for entertainment as a fiction, or about something that occurred as a fact, or a piece of gossip that is being spread.
2. Select stories that are short and simple enough for the students, and do not contradict moral and ethical values. Don't tell stories which encourage negative behaviour.
3. Role play is the act of imitating the character and behaviour of someone who is different from yourself.
4. A Pantomime is an art or technique of conveying emotions, actions, feelings, etc., by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
5. While teaching this lesson, the teacher should consult the textbook at all steps. (Copy/ paste this as the last point of the 'Information for Teacher' in all lessons).



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Mask of mother sparrow, two baby sparrows, Owl, Quail, three white balls, Nest, Marker/ charts, thread, tap.



INTRODUCTION

5 MINUTES

The teacher will:

1. Ask students the following questions:
 - ◊ Do you like role play?
 - ◊ Has anyone taken part in a role play?
 - ◊ Do you want to do a skit today?



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Tell the story of three friends to the students.

“Three friends”

A sparrow quail and owl were friends in a forest. Sparrow laid three eggs. After some days the eggs hatched, and two babies came out, but one egg remained unhatched. The sparrow got worried. She shared her concern with the quail. The quail said, “I have no idea”, so they flew to the wise owl for help. Sparrow told owl about the problem. The owl flew to sparrow’s nest. He noticed it was not a real egg but a rubber ball. The owl threw the ball on the ground, the ball bounced back and three friends laughed to see this.



2. Invite students for different roles.
3. Assign roles to students and distribute masks of relevant characters among students.



4. Tell them about their roles.
5. Perform a role in front of the class.
6. Encourage students for their performance and the rest of the class for watching.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students, what was their favorite part of the story?
2. Accept all answers, don't judge the students.
3. Encourage students to listen to each other with respect and do not make fun.



ASSESSMENT

5 MINUTES

1. Use formative assessment to assess students' performance through the role play.
2. Also, notice their use of language to ask and answering questions to recognise any gaps in learning that need to be addressed.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to narrate the same story to their friends and family at home.
2. Discuss the problem in the story.
3. 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.

CONSONANTS AND VOWELS



STUDENT LEARNING OUTCOMES

- Recognise, identify and pronounce consonants and vowels in the English alphabet.

INFORMATION FOR TEACHERS

- Build on students' knowledge of vowels and consonants from Grade 1.
- While teaching the lesson, consult the textbook at all steps as required.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

- Play the Phonics Song or ABC Song (if you have a device) or sing with the whole class.
- Make exaggerated vowel sounds and ask students to repeat (oo, aa, ee).
- Make exaggerated sounds of some consonants and ask students to repeat (p, b, d).
- Ask students to share if they felt any difference in the sounds they practised first and later. (Expected answer: the sounds practised first were longer and louder)
- Review the vowel and consonant letters in the English alphabet with the whole class. Tell them that there are only five vowel letters, but they make many sounds in English.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Show flashcards of vowels and repeat the information given in Class 1: Demonstrate to the students how the sounds of the vowel letters (a, e, i, o, u) are produced without stopping in the oral cavity.
- Demonstrate the sounds of consonant letters. Help students notice how the air is stopped before it comes out of the mouth or nose to make consonant sounds.
- Repeat the practice of the sounds of both vowel and consonant letters with the whole class.

Activity 2: 10 Minutes

- Divide the class into two teams and give them a quiz.
- Give names to the teams that the students will like, or ask them to suggest names for their teams, such as The Tigers, or Apple Team.

3. Give the students different sounds and ask them to tell if it is a vowel or a consonant.
4. Finally, ask them to tell if their team's name begins with a vowel or consonant sound.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing the vowel and consonant letters with the whole class.
2. Tell students that vowel sounds are louder and longer as compared to consonant sounds that are quieter and shorter. For example, you can say /aa/ very loud and long but you cannot say /b/ that loud or long.
3. Tell students that there are only 26 letters in the English alphabet but they produce as many as 44 different sounds.



ASSESSMENT

5 MINUTES

1. Divide the class into two teams. Each team will give the other a word; the other team will tell if it starts with a vowel or a consonant.
2. Involve students in solving the exercise given in the relevant unit of the textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to repeat vowels and consonants as children learn more words.

DESCRIBING WORDS



STUDENT LEARNING OUTCOMES

- Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
- Recognise and classify into different categories, some simple action and naming words from pictures and the immediate surroundings e.g. animals, fruit, vegetables, parts of the body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10).
- Use textbook pictures/ picture dictionary to aid comprehension and for development of vocabulary.
- Show a series of actions in a picture by writing action words or describing words.
- Point out/name some common objects in a picture or a photograph.
- Read more naming, action and describing words and match with pictures.
- Write numbers from 1-50 in words.
- Write numbers in 10s in words.
- Write ordinal numbers 'First-Tenth' in words.
- Identify position of objects using words.
- Trace, copy and take dictation of familiar words learnt in class.

INFORMATION FOR TEACHERS

1. Describing words or adjectives are used to describe nouns. Please refer to the nouns done in Lesson Plan 7a and use adjectives with them.
2. You will have a list of adjectives prepared for this lesson. However, if students want to use other words, encourage them. For example, if a student wants to know the English word for 'mushkil', tell him/her that the word is 'hard' or 'difficult', even if these words are not in your list of describing words.
3. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- White/blackboard, real objects, pictures and flash cards.



INTRODUCTION

5 MINUTES

1. Brainstorm: Choose a noun that you think would interest your students and ask them to describe it to someone who has never seen it.
2. Tell them the English words if they give you a describing word in Urdu/ regional language.

3. Suggested topics for brainstorm: Food such as a mango or chicken curry, a car, the city/town that the students live in, mother, a friend, etc.



DEVELOPMENT

55 MINUTES

Activity 1: 10 Minutes

1. Use some describing words showing quality, size and colour e.g. soft, big, and yellow.
2. Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
3. Introduce describing words with the help of real objects. For example: if you have to teach the word '**soft**', bring an object which is soft. Touch the object and say '**soft**'. Ask the students to touch the object one by one and say soft. If you have to teach '**big**', show a big thing and indicate with your hands that it is big. Ask the students to repeat after you. If you have to teach 'yellow', bring object that are yellow. Point to the object and say '**yellow**'. Ask the students to repeat after you.
4. For clear understanding of describing words, teach these words in pairs. Now bring two objects: one is '**soft**' and other is 'hard' touch the soft thing and say 'soft'. Touch the hard object and say '**hard**'. In the same way, teach 'big-small' and '**black-white**'.
5. In the next step, say the describing word with the name of object you have brought for demonstration. For example: soft butter, hard nut.
6. Prepare a worksheet with describing words or use the textbook/teacher's resource. Help students read them to give them enough practice. Do not give too many words together especially the ones who do not have familiar spelling patterns.
7. Then ask them to read these independently.
8. Prepare a worksheet with describing words that the students have practised reading on one side and pictures showing these describing words on the other side. Ask the students to join describing words with the pictures.
9. Write a list of describing words on worksheets/notebooks. Ask students to trace these words for writing practice.
10. Give a list of describing words and pictures to the students. Ask them to write appropriate describing word under each picture.

Activity 2: 10 Minutes

1. Note: For this activity, ensure that only those words are chosen that the students have already practised in their speech, reading and writing.
2. Show different charts with pictures and their naming words; pictures of actions and action words; pictures and describing words.
3. Ask the students to look at the picture in every chart, tell the name, action or describing word. If the response is correct, appreciate the students; otherwise, tell them the correct naming, action or describing word. Repeat this process for all the charts and pictures. Tell the students which are naming words, which are action words and which are describing words.
4. Using the charts, ask students to form simple sentences. The sentence may make use of all three charts, such as 'The girl is reading a book', or it could be based on just two charts, such as 'The dog is jumping'.
5. Prepare a list of words having naming, action and describing words, written in a mixed up way. Prepare a worksheet having columns with the heading of 'Naming Words', 'Action Words' and 'Describing Words'. Ask the students to read the list of words, recognise the category and write in the appropriate column.
6. Show a picture in which some people or boys are doing something. It may be the picture of a park in which some boys are playing and some old people are walking. There are also some benches and flowers in the garden. You can get such a picture from the textbook. Ask the students to look at the picture carefully and write action words or describing words for pictures.

Activity 3: 10 Minutes

1. Show a chart with ten objects with numbers in words.
2. Ask the students to count the numbers and help them read the number in words.
3. Ask the students to copy the numbers in words.
4. Ask the students to learn the spellings by noticing the sounds and write the numbers in words.
5. Show pictures with different number of objects; ask students to write correct numbers in words.
6. In the same way, ask the students to write numbers up to 50 in words.

Activity 4: 10 Minutes

1. Show a chart with five groups of ten things in each. With ten, twenty, thirty, forty, fifty written under them.
2. Encourage the students to use describing words and naming words to describe the objects in this picture, for example 10 yellow ducks, or 20 tall trees, etc.
3. Ask the students to copy the numbers in words.

Activity 5: 8 Minutes

1. Show a chart with the picture of a race among ten boys. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will be written under them.
2. Ask the students to copy ordinal numbers in words.
3. Ask the students to learn the spelling and write the ordinal numbers in words.

**Activity 6: 7 Minutes**

1. Show a chart with the picture of a race among ten animals. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will not be written under them. (A teacher can draw any picture to achieve the objective)
2. Ask the students to identify the position and write ordinal numbers in words under each picture.

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

1. Ask students to look around the classroom and using describing words tell what they see. They may say, 'Sir/Madam is standing', 'My desk is clean'. 'Uzma is talking'.
2. Start using pronouns to connect this lesson to the next. For example, give them

commands during this activity, such as 'Look at Sami, Can you tell what he is doing?', etc.

3. Encourage them to use naming action and describing words for this activity, but don't insist that they should use all three in the same sentence, unless they themselves want to do so.



ASSESSMENT

5 MINUTES

4. Help students learn spellings of new words and then give a dictation.



5. Repeat the above activities to assess student progress.
6. Spend more time on concepts in which students are making more errors.
7. Teacher is also required to involve the student in solving the exercise at end of the unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to point out to students the use of naming, action and describing words. For example, when they are eating their lunch or snacks, ask them what their food is like? Is it tasty? Is it sweet or spicy?



ACTION WORDS



STUDENT LEARNING OUTCOMES

- Identify and use more common action words.

INFORMATION FOR TEACHERS

- Action words are verbs that specifically describe what the subject of a sentence is doing. This type of word carries a great deal of information in a sentence and serves to complete the sentence (remember that all sentences need a subject and a verb).
- In English, verbs are the only kind of words that change to show past or present tense.
- The teacher must teach the action words with the Total Physical Response (TPR) method.
- Charades is a game that involves acting out words or phrases written on a piece of paper. The objective is to get your team to guess the answer using gestures alone; when a player is acting out the word or phrase, they aren't allowed to talk! This game can be used to teach action verbs.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, pages to create an Action Alphabet Book, stapler, and textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students to think about their favorite thing to do and tell them not to say anything.
- Put students into A-B partnerships/pairs and instruct 'Partner A' to silently act out his/her favourite activity while 'Partner B' tries to guess.
- Have students switch roles as 'Partner B' acts and 'Partner A' figures out the favourite activity.
- Explain to students that they just acted out their favourite thing to do, which is an action.
- Ask students, "What does 'action' mean?"
- Allow a few students to answer and then explain to the class that action means what we perform/do.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Tell students they are going to play a game where they will act out words you say. Some

words you might use include:

Jump	Clap	Smile
Sit	Yawn	Write
Turn	Walk	Eat
Sing	Run	Cry

2. Encourage students to further the game by contributing words of their own.
3. Tell students that the words that they just acted out are called verbs. Ask them if they know what a verb is, working toward the following definition: A part of speech that describes an action.
4. Explain that they will be creating an Action Alphabet book. Each page of the book will contain a letter of the alphabet, a verb that starts with that letter, and a sentence using that verb. Let the students know that they will be learning some new vocabulary words that will assist them when they read and write.
5. Ask students to brainstorm verbs for the different letters of the alphabet. Write the words on the board next to the corresponding letters. As it becomes obvious that some letters have few or no verbs next to them, explain that some letters (like x, k, and z) have a smaller number of verbs beginning with them.
6. Next, divide the class into small groups and distribute letters among them, e.g., Group-1: A – F, Group-2: G – L, and so on (depending on your class size/ number of students).
7. Ask the groups to pick the verbs for their assigned letters and write sentences for each verb.
8. While students are working, circulate among groups answering questions and providing support as needed.
9. At the end of the small-group work, bring the class back together into a large group and invite one representative from each group to present their letter-verb-sentence examples.
10. Appreciate students for their active participation.

Activity 2:

10 Minutes

1. Ask students to open their textbooks to a page where pictures with actions are shown.
2. Ask students to look at the pictures given in the book and identify what is happening in the pictures.
3. Don't discourage students if they can't respond in English. Ask them to feel free while responding and help each other to identify the correct English word to be used for that particular action.
4. Pronounce action words aloud in the classroom with demonstration. For example, while saying aloud the verb 'walk', demonstrate the action of walking.
5. Involve students actively in the activity by inviting some of them to perform actions in front of the class as shown in the pictures.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students to take the time to look around at all the things, persons, and animals. Then try to find the verb, or what thing/ person/ animal is doing.
2. Say, "You might be surprised at how many you can find. Bus drivers drive and friends laugh, and teachers teach. Verbs are very important and we use them every day. Not only do we use them in our daily speech but also in our writing."



ASSESSMENT

5 MINUTES

1. Informally assess students' understanding of verbs during the practice activities above.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write five action words in their notebooks at home and show them to the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

READING AND WRITING SENTENCES



STUDENT LEARNING OUTCOMES

- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read aloud words and simple sentences with a reasonable level of accuracy in pronunciation.
- Know that words in a sentence join to make sense in relation to each other.
- Rewrite sentences by replacing words in given sentences.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.

INFORMATION FOR TEACHERS

1. The word-substitution activities require students to change the naming words, doing/ action words and describing words in the sentence. Go back to the lists of naming, doing and describing words that you used in previous lesson plans, and encourage students to use those words in the sentences here (or any other if they know them).
2. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Board, pictures from newspapers/ magazines, empty boxes and labels of different products.



INTRODUCTION

10 MINUTES

1. 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.
2. You may look back to the lesson plan on action words and choose them for this activity.
3. Ask one of the students to act something out and you can guess with the rest of the class.
4. Tell students that what they said was a complete sentence. A sentence is a set of words that tells us something.

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

1. Write a few sentences on the 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.
2. Ask students to repeat each sentence after you.
3. Ask them to read these sentences independently, first in the same order in which they are written and then by jumbling them. Point to any sentence on the board and ask students to read it.
4. Remind the students that words are combined 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 box', 'Open the small door', etc.
7. The sentences may be:
 - ◇ Open the big door.
 - ◇ Brush your teeth.
 - ◇ Open your red book.
 - ◇ I eat a banana.
 - ◇ Go to the door.
 - ◇ She has a green parrot.
 - ◇ Give me a big pencil.
 - ◇ This is your black goat.
8. Repeat the above activity orally and then instruct the students to copy them in their notebooks.

**Activity 2:****10 Minutes**

1. Read 3 sentences to the students, stressing how we stop when we reach 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 breath by putting a little dot, called a full stop.
3. Provide sentences with correct capitalization of the 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 the first letter of the sentence and put a full stop at its end.
6. Ask the students to read the text observing spaces, capitalization, punctuation and spelling.
7. Write some more sentences on the board without capital letters or full stops.
8. Ask students to write these on their notebooks, using the capital letter at the beginning

and adding the full stop at the end.

Activity 3: 10 Minutes

1. Use texts to help students read simple sentences. Pick out and practise reading any new word separately first so that students are able to read it in a sentence without breaking the rhythm of the sentence, e.g. Give the parrot a carrot. Practise reading the words in bold first before reading the sentence.
2. Ask them to identify the capital letter and full stop in each sentence.

Activity 4: 10 Minutes

1. Ask them to write the practised sentence in their notebook ensuring proper spacing between words.
2. Give students more sentences to copy.
3. Ask them to copy simple sentences from the board or the textbook.

Activity 5: 10 Minutes

1. Ask the students to read the given sentences.
2. You can also use labels and boxes of common products for this activity, such as a Pepsi bottle, biscuit packets etc.
3. Ask the students to replace words in the given sentences.
4. Students may change the name, pronoun, action word, describing word, etc. Only one word should be changed at a time.
5. Ask the students to change words in a sentence giving their own substitution, and clarify to them that using substitution they can make their own/ new sentences.
6. Provide a few words to the students; ask them to make their own new sentences. Allow them to follow models of sentences they have practised. The new sentences may have or may not follow the model of sentences they have practised. Allow them to draw pictures illustrating sentences.
7. For making new sentences, the students may be given some pictures or things from the immediate environment whose names they can read. Ask them to make sentences about those pictures or things.
8. Ask the students not to write very long sentences. They should write simple sentences of three/four to five/six words.
9. Ask the students to write sentences using correct capitalization, punctuation and spelling.



CONCLUSION / SUM UP

3 MINUTES

1. Write a 3-4-sentence story on the board.
2. Ask any volunteer to read it properly, stopping at the full stops.
3. Ask others to take turns while reading it.
4. The 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.



ASSESSMENT

5 MINUTES

1. Use the conclusion exercise to assess student progress.
2. Ask the students to read the text with sentences.

3. Ask the students to make sense of the text after recognizing words, their meaning and their arrangement in the form of a sentence.
4. Ask the students to observe spaces, capitalization, punctuation and the spelling of words.
5. Ask the students to write simple sentences in their notebook and assess their understanding while doing this activity.
6. Teacher is also required to involve the student in solving the exercise at end of unit/ chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Show students a few sentences in their textbook/resource material. Ask them to identify the capital letter and full stop. Ask them where they are placed; at the beginning or at the end of a sentence.
2. Continue to bring pictures from the newspaper/magazines or toys and interesting objects. Ask students to make sentences to describe them.
3. 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.

READ ALOUD



STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Comprehension is the ability to understand something.
2. Story is a tale that is made up for entertainment or a retelling of something that occurred or a piece of gossip that is being spread.
3. A story is also a description of imaginary people, things and events which is written or told in order to entertain and teach lesson.
4. Story telling should be an on-going activity throughout the term. You may do it using the introduction activity format.
5. Select stories that are short and simple enough for the students to follow them.
6. Select stories that do not contradict moral and ethical values.
7. Do not be afraid to create your own stories for your children.
8. Story telling is an important exercise to involve children in a language.
9. Make it an enjoyable activity by creating lots of props, reading the dialogues with a lot of expression and encouraging different opinion on characters.
10. Enjoy story-time and your students will enjoy and learn from it.
11. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.



DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Pictures, board, marker/chalk, chart, paper tap.

Period 1



INTRODUCTION

5 MINUTES

1. Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
2. Ask the students, do you like stories? (Expected answer: Yes)
3. Tell the students that yesterday:
"When I left home for school, I saw a little hungry puppy lying on the ground. I gave some milk to the puppy. The Puppy drank milk and ran away".
4. While narrating the incident use proper intonation, stress pronunciation and body language.
5. Now ask few questions from the students about the said incident.

- ◊ Who was lying on the ground?
Expected answer: puppy.
 - ◊ Why puppy was lying on the ground?
Expected answer: Because the puppy was hungry.
 - ◊ What I gave to the puppy?
Expected answer: milk
6. Praise students for their correct responses and encourage those students who still face difficulties.
 7. Now tell the students that today we will learn about stories.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Write the following story on the writing board.
Ali is a little boy. One day, he lost his cricket bat. He looked for it under the bed, searched it in the garden but could not find that. He thought to ask the gardener about his bat. When he went to the garden, he saw that the gardener was busy digging the ground. He asked the gardener if he had seen his bat. The gardener said that he had seen a bat under the tree. Ali ran towards the tree and found his bat.
2. Read the story aloud with proper intonation, stress pronunciation and body language.
3. Read the story with a lot of expression and encourage different opinions on characters.
4. Ask a few students to read the story with proper intonation, stress pronunciation and body language.
5. Now ask students a few questions about the given story.
 - ◊ What is the name of the boy?
Expected answer: Ali
 - ◊ What was Ali looking for?
Expected answer: Bat
 - ◊ Where did he look for the bat?
Expected answer: under the bed and in the garden.
 - ◊ What was the gardener doing?
Expected answer: He was digging the ground.
 - ◊ Where was the bat?
Expected answer: The bat was under the tree.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

- Say, dear students today we have learnt to comprehend stories by focusing on its character, its beginning; middle and its end.



ASSESSMENT

5 MINUTES

- The teacher will informally assess the students' abilities during the activity.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask the students to read a simple story of their choice at home and share their likes/dislikes about the character in the story.
2. Similar activities are to be done once or twice a week throughout the year.

Period 2:

35 Minutes

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Poetry is a type of literature, or artistic writing that attempts to stir a reader's imagination or emotions.
2. Poem is a collection of words that expresses emotions, ideas and is chosen for its beauty, sound and is carefully arranged often in short lines which rhyme.
3. Singing nursery rhymes should be an on-going activity throughout the term.
4. Select poems that are short and simple enough for the students to follow.
5. Select poems that do not contradict moral and ethical values.
6. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
7. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.



MATERIALS / RESOURCES REQUIRED

- Poems "Rain Rain Go away" and "Five Little Monkeys Jumping on the Bed", writing board.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Ask the students to turn to page 73 of the textbook (Edition 2018-19).
4. Read the poem "Rain Rain Go away" with actions.
5. Ask the students to follow reciting the poem with rhyme, intonation and actions.
6. Ask the students to find rhyming words from the poem.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Write the poem "Rain Rain Go away" on the writing board.
2. Recite the poem again with rhyme, intonation and actions.
3. Ask the students to follow. Continue till they can sing it together as a group.
4. Ask students to come forward in pairs/groups to recite the poem.
5. Point to one line in the poem and ask students to read it.
6. Now ask students a few questions about the given poem.

- ◊ Who should go away?
Expected answer: Rain
- ◊ When should the rain come again?
Expected answer: May or June
- ◊ Why should the rain go away?
Expected answer: Little children want to play.
- ◊ What words from poem rhymes with away?
Expected answer: May, day, play.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

- Say, dear students, today we learnt that unlike stories, poems also have a theme.
- Say, read poems aloud multiple times to get a feel for the rhythm and sound and to understand it.



ASSESSMENT

5 MINUTES

- Ask students to tell the story of the above poem in their own words.
- Have the students answer the questions in the poem comprehension to practice their comprehension abilities and assess their comprehension.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask the students to read a simple poem of their choice at home and share their likes/dislikes about the poem when they come to the class next day.
2. Similar activities are to be done once or twice a week throughout the year.

GREETINGS AND SOCIAL COURTESIES



STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
- offer and respond to basic routine greetings
- express and offer a few basic social courtesies

INFORMATION FOR TEACHERS

1. Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e-g greetings (How are you? Fine, thank you) Permissions (May I? sure.) gratitude (thank you!, You are welcome)
2. These words and phrases once learnt can fit in most situations without much change.
3. Consider, for example, the word 'hello'; it is clearly not a noun or an adjective or a verb. It belongs to a minor word class which we call formulaic expressions.
4. To express greetings, farewell, thanks or apologies we use a wide range of formulaic expressions, these may consist of a single word or several words acting as a unit. Here are a few examples:
 - ◊ Bye Excuse me
 - ◊ Good bye Thanks
 - ◊ Hello Thank you
 - ◊ Farewell Thanks a lot
 - ◊ Hi Sorry
 - ◊ So long Pardon
5. Formulaic expressions are used to show good manners and polite behaviour.
6. The choice of words and expressions used depends on the age, gender, and status of the addressee.
7. The teachers should select phrases and expressions which are easy for their students.
8. The expression should also help the students in their homes, school, marketplace, etc.
9. While teaching the lesson the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk / Marker, writing board, duster, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

1. Begin the class by greeting the students. (Observe if they respond appropriately)
2. Then ask, "How are you?" (Expected response: Fine, thanks. We're fine, thank you. How

about you? etc.)

3. Then ask a few students randomly, "When you enter your home back from school, what do you say to your family first?" Their expected response will be 'Assalam-o-Alaikum'.
4. Then ask randomly, when you are borrowing a pen from your fellows, how do you request? Their expected response will be, "May I borrow your pen, please!"
5. Keep on writing their responses on the writing board.
6. Then tell students that the type of language we use for everyday communication such as good morning, pardon, please, fine thanks, welcome, may I come in? sure, thank you, sorry, and excuse me, etc. is called formulaic expressions and today we will practice it.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Explain to the students that when you meet someone, you greet them according to their age, gender, and status.
2. Show a greetings chart or write on the board the following expressions for greetings:
 - ◇ "Assalam-o-Aliakum", /"How are you, Sir/Ma'am?" / Welcome sir/Ma'am.**(When you greet a newcomer/stranger)**
 - ◇ "What's going on?" / "What's new? / What's up?**(When you greet a friend/ classmate/younger brother, etc.)**
 - ◇ "Hello, Mr. Arif?" / Good morning dear/Nice to see you, Gul Sher., etc.**(When you greet a junior/ co-worker)**
3. Read aloud the greetings paying attention to correct intonation patterns.
4. Ask students to repeat after you.
5. Further tell them that when someone greets them, how they will respond to the greetings politely. For example: It's a pleasure to meet you. / Nice to see you, too. / I'm doing well, etc.
6. Ask students to practice the greetings in pairs.

Activity 2: 10 Minutes

1. Make two columns on the writing board as Column 'A' for formulaic expressions and column B for the expected responses.
2. Divide the class into pairs.
3. Tell pairs to read both columns.
4. After reading one student will say expression from column A and another student will respond with expressions from column B.

Column A	Column B
May I come in!	Yes, please!
May I have your book, please!	Sure!
Assalam-o-Alikum!	Wa'alaikum-us-salam
Good Morning!	Thank you.
Welcome home, Dad!	God bless you, my son!
Sorry for the disturbance.	Oh, no problem!
You've broken my pen!!	I'm sorry. Forgive me, please.

5. Ask them to prepare a list of 05 formulaic expressions each and ask the pairs randomly to share their lists with the class.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in today's lesson we have learnt how to communicate with elders, friends, parents, and strangers using formulaic expressions.
2. We must use very polite and soft words which are generally accepted.
3. Using formulaic expressions enables us to build good relations with society.



ASSESSMENT

5 MINUTES

1. Ask students to make sentences using the following expressions:
 - ◇ Please.....
 - ◇ Excuse me.....
 - ◇ Sorry.....
 - ◇ Thank you.....



HOMEWORK / FOLLOW UP

2 MINUTES

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

ACTION WORDS



STUDENT LEARNING OUTCOMES

- Interact with the text and use reading strategies (while reading) to follow a sequence in simple procedure or a picture map.

INFORMATION FOR TEACHERS

- Before teaching 'process and procedure' it is necessary to differentiate between process and procedure.
- A process refers to a series of actions or steps taken to achieve a particular end.
- A procedure is an established method of accomplishing a task, usually with steps that are performed in a prescribed order.
- Give students reading materials that are simple and relevant to their experiences.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - Do you like tea? (Expected Answer: Yes, I do. No, I don't.)
 - Have you seen your mother making tea? (Expected Answer: Yes or No)
 - Do you know what procedure or steps she uses to make tea? (Expected Answer: Yes or No or I don't know)
- Tell students that today they are going to read about processes and procedures.
- Procedures use transitional words such as firstly, secondly, lastly, then, next, and again, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following short text on the writing board:

Hold the pencil firmly in one hand and make sure the tip is pointing away from you. Use slow and certain strokes in an outward direction to sharpen the pencil. You can also use a special carpenter's pencil sharpener. Insert the pencil into the hole and slide it back and forth against the blade of the pencil sharpener. Once its tip is sharp and fine, begin writing your paragraph!

2. Divide the class into small groups.
3. Tell the groups to read the text and fill in the given steps about sharpening a pencil:
 - ◊ Topic: How to sharpen a pencil?
 - ◊ First,_____.
 - ◊ Next,_____.
 - ◊ Then,_____, and finally _____.
4. As the groups work, move around and provide assistance where needed.
5. After the completion of the task, ask the groups to compare their answers.

Activity 2: 10 Minutes

1. Write the following paragraph on the board:
Place your eggs in a pot. Pour water and cover the eggs completely by 1 inch or so. Add a pinch of salt and cover with a lid. Bring water to a boil on high heat. When done, remove eggs from the pot and put them in a bowl of cold water for a few minutes. To peel, gently tap the egg at the big end first, then the small end, then all around. Eat them and ENJOY!
2. Ask students to work in the same groups.
3. Ask the groups to read the paragraph on the given topic and do the following:
4. Write the title of the paragraph.
5. Write the steps of boiling an egg.
 - ◊ First,_____.
 - ◊ Next,_____.
 - ◊ Then,_____, and finally _____.
6. Tell them to use transition words to move from one step to another of the process/ procedure.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that while reading a simple paragraph explaining a process or procedure, it is important to identify the transition words. They help us understand the steps of the process/ procedure.



ASSESSMENT

5 MINUTES

1. Involve students in solving the exercise given in the relevant unit of the textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following topics to students as a home assignment:
 - ◊ How to paint a picture
 - ◊ How to tie a shoelace
2. Tell them to discuss the topics with someone in the family and gather ideas about these topics. Then, write the steps and share them with the class the next day.

STORY READING



STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

- Like is to feel attraction towards something, or feel pleasure and enjoyment.
- Dislike is the feeling that you do not like someone or something and a feeling of antipathy.
- Select stories that are short and simple enough for the students, and do not contradict moral and ethical values.
- Don't encourage negative attitudes.
- Stories most likely have like and dislike factors varying from person to person.
- Reading aloud a story develops listening and reading skills of the students.
- Model reading is an activity done by the teachers.
- Highlighting the characters of a story facilitates in understanding its theme and moral, which plays a vital role in the development of comprehension skills of students.
- While teaching the story, the teacher should also use textbook when and where required.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Pictorial chart of the story "The hen and the golden egg".



INTRODUCTION

5 MINUTES

- Ask the students, "Do you remember the story, the mouse and the rat?"
- Invite a volunteer for sharing the story.
 - Ask: "Did you like the story?"
 - What did you like in the story?
 - What did you dislike in the story?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

- Inform students that you are going to tell them another interesting story, "The Hen and the golden egg".

- Write the story "The Hen and the golden egg" on the writing board and paste story picture.

Once upon a time, there was a poor farmer. He had a hen. It laid one golden egg every day. The farmer sold the eggs and became rich. He was greedy.

He wanted all the golden eggs at the same time. He took a knife and cut the hen, but found only one egg inside it. Thus the greedy man lost both the hen and the golden eggs.

Moral: Greed is a curse.



- While narrating the story use proper intonation, stress, pronunciation and body language.

Activity 2: 10 Minutes

The teacher will:

- Write the following questions on the writing board.
 - Did you like the story?
 - Which character did you like in the story?
 - What did you like in the story?
 - What did you dislike in the story?
 - What did you learn from the story?
- Ask the students to copy the questions in their notebooks and express their likes and dislikes about the story.
- Explain that to talk about likes and dislikes, you can use these expressions:

Expressing likes	Expressing dislikes
<ul style="list-style-type: none"> I like it a little. Yes, I really like it. I like it but not as much as I like ... I love... I adore... I am crazy about... I am mad about... I enjoy... I am keen on... 	<ul style="list-style-type: none"> I don't like it. I don't like... I dislike... I hate... I cannot bear... I cannot stand...



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Tell the students, today we learnt that we all have our own likes and dislikes.
2. Tell that we also learnt to express our likes and dislikes about characters/story.



ASSESSMENT

5 MINUTES

1. Informally assess students' abilities to express likes and dislikes about the story.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask the students to write two sentences each about the food "they like" and "they don't like" at home and show it to the class when they come the next day.
2. Continue to model expressing likes and dislikes in 5-10 minute slots, once/twice a week throughout the year.

DIGRAPHS, TRIGRAPHS AND CONSONANT CLUSTERS



STUDENT LEARNING OUTCOMES

- Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.
- Identify, recognise and articulate more sight words.
- Pronounce some common consonant digraphs in initial and final position.
- Identify and pronounce with reasonable 'accuracy' common two-consonant clusters in initial positions.
- Pronounce familiar two/ three syllable words and common irregular sight words.

INFORMATION FOR TEACHERS

1. This lesson plan deals with different SLOs related to alphabet clusters.
2. Activities 1 and 2 will be repeated for different digraphs and trigraphs.
3. You may decide how much time to spend at each step, depending on your students' progress.
4. While teaching the lesson, the teacher should also consult the textbook at all steps whenever applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Two jars of poster paints: red and white. White/blackboard, charts with different activities, flashcards, texts/other print resources. Whenever possible, bring actual products to class instead of showing flashcards.



INTRODUCTION

3 MINUTES

The teacher will:

1. Give a short color-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two alphabets and create a single sound!
2. Ask them to repeat: Red and white make? (They reply 'pink').
3. Then say 'c' and 'h' make the 'ch' sound.
4. Ask them to repeat the last point.



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

The teacher will:

1. Introduce a digraph, for example 'ch'.
2. Ask them to brainstorm: which words begin with the 'ch' sound. If they get stuck, give them hints, like what foods start with 'ch' (chocolate, chips, cheese), or which country starts with 'ch' (China).
3. Make/use cut outs of pictures, flashcards of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters.

_ _ a i r _ _ i p

FOR EXAMPLE		
chair	Ship	Phone
Chain	Shop	Photo
Chip	Sheep	

4. You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don't have to copy the drawings unless they want to copy one or two of them).
5. Or give picture flashcards to one group of students and word flashcards to the other group of students. One member from one group will read the name and the member in the other group having the picture will come out with the picture and say the name aloud. Then all the students will say the name aloud.
6. Tell the students that the two successive letters in the word phone represent a single sound e.g. ph for the sound /f/.
7. Tell the students to say and read the given words carefully recognizing that 'sh', 'ch' and 'ph' represent one sound, just like red and white colour make pink when mixed together.
8. Prepare a worksheet with names of objects in one column and pictures in the other column. The name should not be directly in front of the object. The two lists should be jumbled up. Ask the students to say the name of the picture aloud and join the picture with the word.

Activity 2:**10 Minutes**

1. Repeat these reading and writing activities as the students' vocabulary increases (stay within the recommended word list/graded vocabulary for this level).

**Activity 3:****10 Minutes**

1. Repeat Activity 1 and Activity 2 for other digraphs and for trigraphs in initial and final position.

- Each time you introduce a new word blend, revise all the ones done previously.

Digraphs in final position in a word.

- Give list of words having digraphs at final position.

For example:

Wash	Peach	Graph
Bush	Reach	
Rush	Beach	

- Give list of words having trigraphs at final position.

For example:

High	Watch
Sigh	Match
Thigh	Fetch

Activity 4: 10 Minutes

- Give a list of words with and without digraphs and trigraphs.

Sample List:

cat, rat, chat, batch, patch, dash, cash, watch, car, high, sheep, peep, chair, photograph

- Divide the class in groups or two teams. Ask each group/ team to take one word, to utter and differentiate between the sounds of individual letters, digraphs and trigraphs in initial or final positions in that particular word.

Activity 5: 10 Minutes

- Give list of sight words. The list may be:

is	are	this
that	her	of
or	it	am

- Tell the students that some words are immediately recognised as a whole.
- Make flashcards of common sight words.
- Write two words on the board. Ask the students to repeat these words after you a couple of times. As you do so, point to the word on the board and show the flashcard that has the same word.
- When the students have had enough practice, call each student to the board. Give the two flashcards and ask him/her to match each word with the one written on the board. Ask him/her to retry if he/she is unable to do so.
- Ask students to use the word in a sentence. If they get stuck, ask them a question that would help them get started. For example, put a brightly coloured ball (or doll or any other toy) in the door and ask, 'What is that?'
- Write these words in their notebooks.
- Practice with more sight words from the textbook using above activity. Make sentences with the sight words for more practice.

Activity 6: 10 Minutes

Note: The word consonant cluster is for the teacher to understand and is not to be told to the students.

- Brainstorm: Ask students to think of words that start with the 'bl' sound. Give them clues if they feel stuck, for example, say to them 'Can you think of any colours that start with 'bl'?' (blue, black).

2. Give a list of words having two-consonant clusters in initial positions. The list may be:
Before giving any list, always ask students if they know words starting with the letter or letter cluster.

blank	stem	cry
blink	step	crawl
blue	stick	crow

3. Tell the students that some series of consonants are pronounced together e.g. the sound /st/ in stamp, 'bl' in blank and 'st' in stem/step, stick.
4. Ensure not to pronounce these clusters as /bal/, /sut/, making the words sound as bul ank, suturem (instead of stem).



CONCLUSION / SUM UP

2 MINUTES

The teacher will:

1. Divide students in two teams and ask them to quiz each other. You should have prepared a list of questions too. In case students need help, they should ask.



ASSESSMENT

3 MINUTES

1. Ask students to utter words starting/ending with a particular digraph/ trigraph. Notice how promptly they are able to utter words for each di/trigraph. This will help you decide how much more practice they require.
2. Ask students to identify the digraph/trigraph by hearing its sound. For example if you say 'chair' they should be able to tell that it starts with 'ch'. Repeat with other digraphs/ trigraphs.
3. The assessment is based on activities. Use formative assessment to assess the students' performance.
4. The teacher is also required to involve students in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to point out words with consonant clusters while teaching other subjects, in the playground or during a conversation with the students. For example, when you are talking about food, and someone mentions 'ice cream', the teacher may point out that 'cream' has 'cr' at the beginning.
2. Ask students to review the spellings of words on the list.
3. Give additional lists of words for students to review their spellings.
4. Go over word spellings in class before giving them homework. Get them in the habit of figuring out the spellings following the sounds, before they memorize the spellings.

NAMING WORDS



STUDENT LEARNING OUTCOMES

- Identify and change the number of simple naming words by adding or removing 's' and 'es'.

INFORMATION FOR TEACHERS

- Most countable nouns make their plurals by adding -s to the singular, except words ending in a sibilant (such as ch, sh, zh etc.), which add '-es' unless there is already an 'e' in the spelling such as buses, ditches, wishes, bases, garages and judges etc.
- Sibilants are sounds in which the tip, or blade, of the tongue is brought near the roof of the mouth and air is pushed past the tongue to make a hissing sound. In English s, z, sh, and zh (the sound of the s in "pleasure") are sibilants.
- The spelling -es is generally pronounced like iz, but the -s ending is pronounced in two different ways: usually an s-sound after a voiceless sound (taps, cats, locks), but a z-sound if the preceding sound is voiced (tabs, cads, logs, boys, lines).
- While teaching, the teacher should also consult activities mentioned in the textbook.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, pictures, textbook and chart.



INTRODUCTION

5 MINUTES

The teacher will:

- Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
- Explain that noun is name of a person, place, or thing.
- Make sure that students consult with each other to name five (05) objects.
- Ask a few students to write at least one naming word on the writing board.
- Ask a few students to classify their expected responses of naming words into different categories such as person, place, thing and pet etc.
- Explain to the students that today they are going to learn about "plural nouns".



DEVELOPMENT

20 MINUTES

Activity 1:

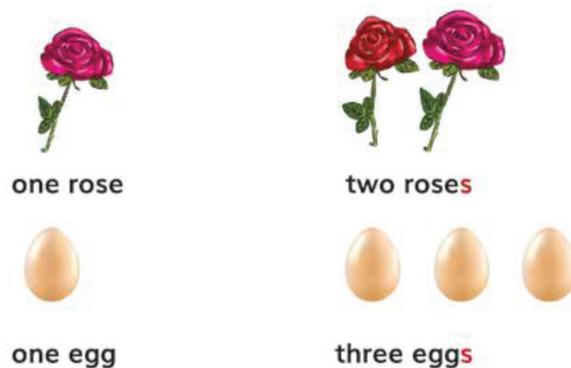
8 Minutes

The teacher will:

- Show the students one pencil and ask them, "What is this?" (Expected answer: pencil)
- Write "pencil" on the writing board.

- Now show the students two pencils and ask them, "What are these?" (Expected answer: pencils)
- Write "pencils" on the writing board.
- Point at "pencil and pencils" written on writing board and ask the students, "What is the difference between the two words?"
- Point out that one has an "s" while the other doesn't have an "s".
- Explain to the students that "s" tells us that there are more than one pencils.
- Explain that "pencils" is a plural noun and plural nouns are used for more than one noun.
- Tell them that we add "s" with naming words to make it more than one.
- Give more examples of regular plural nouns and write them on the writing board as singular nouns and then add an "s" to make them plural.

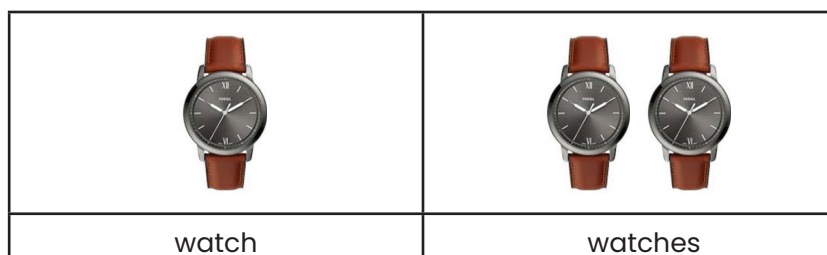
Example:



Activity 2: 12 Minutes

The teacher will:

- Show a picture of fox to students and ask them, 'How many foxes are there? The students will say 'one'.
- Write "fox" on the writing board.
- Now show a picture of two foxes to students and ask them, 'How many foxes are there? The students will say 'two'.
- Write "foxes" on the writing board.
- Point at "fox and foxes" written on writing board and ask students, "What is the difference between the two words?"
- Point out that one word has "s" while the other has "es".
- Explain that "es" tells us that there are more than one foxes.
- Explain that "foxes" is a plural noun.
- Tell that we add "es" to nouns ending in ch, sh, x, z, s, ss to make them plural.
- Tell them that when we add "es" with naming words then they become plural nouns.
- Draw a watch to students and write "watch" under it.
- Then draw more than one watches on the writing board and write "watches" under it.



- Point at "watch and watches" written on writing board and ask students, "What is the difference between the two words?"

14. Point out that one word has an “es” while the other word doesn’t have “es”.
15. Explain that “es” tells us that there are more than one watches.
16. Give more examples of regular nouns to students and write them on the writing board as singular noun. Then add an “es” to make them plural.



one bench



three benches



one bush



four bushes



one box



two boxes



one bus



five buses

17. Display the following chart on the writing board and ask students to add correct ending letter(s) to the word(s) in order to make them plural.

cat	cats
dish	_____
dog	_____
box	_____
horse	_____
girl	_____
flower	_____



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Say, “So why do we usually add the letter ‘s’ or ‘e-s’ to some words?”
2. Expected answer: To make it more than one.
3. Tell the students that adding ‘s’ or ‘es’ at the end of a naming word makes it plural.



ASSESSMENT

5 MINUTES

1. The teacher will informally assess students' understanding during activities to check if they can form plural nouns using the rules they just learned.



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will ask the students to write the plural of following naming words by adding 's' or 'es'. apple, peach, plate, house, bus, branch, glass, bush.
2. Ensure that the students can recognise and differentiate between singular and plural naming words from immediate environment.
3. Make sure that students' vocabulary of naming words increases day by day.

WORDS SHOWING POSITION



STUDENT LEARNING OUTCOMES

- Recognise, identify and use a few words showing position, e.g., in, on, to, with.

INFORMATION FOR TEACHERS

- Words such as in, on, under, and at are called prepositions.
- A preposition is a word that shows the relation between a noun or pronoun to other words in a sentence.
- While teaching the lesson the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, flashcards, pictures, toys, textbook, etc.



INTRODUCTION

5 MINUTES

- Write a sentence on the board, with a missing preposition (i.e. The cat sits the table.)
- Ask students: What is wrong with the sentence? (E.g. it's missing a word; it doesn't make sense).
- Explain that, in this sentence, it is unclear how the cat and the table are related to one another.
- Draw a picture of a cat under a table, and ask the students to use the picture to decide what word should be added to the sentence to make it clear and complete.
- Invite a student to come up to the board and rewrite the correct sentence (i.e. the cat sits under the table.)
- Underline the word under in the new sentence and explain that this word is a preposition. A preposition is a word that expresses the relationship between a noun and another word. In this case, the preposition tells us the cat's position in relation to the table.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Introduce words showing position through demonstration with the help of the following sentences:
 - The books are in my bag. (Say this sentence while showing the books by opening a bag). Or
 - He is sitting on a chair. (point to a student who is sitting on a chair)

2. Select a text having words showing position and practice reading these words with the students. When enough practice is given to the students ask them to underline words showing the position used in the text.
3. Bring a big empty box to class. Also, bring a toy (a doll or a stuffed toy).
4. Show the box and the toy to students and tell them that you are going to put the toy in the box. Then, show and tell them that you are taking it out of the box. Next, close the box from the top and place the toy on it. Elicit from students that the toy is on the box now.
5. Ask students to close their eyes and guess where they think the toy is now: in the box or on the box.

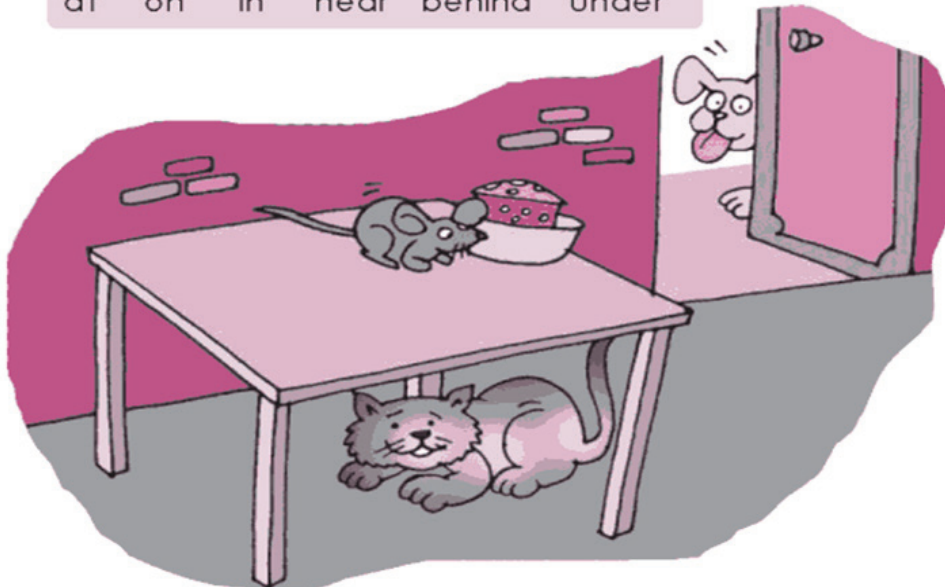
Activity 2:

10 Minutes

1. Divide the class into small groups.
2. Draw the following picture on the writing board or a chart and ask students to work in their groups, discuss with each other, and fill in the blanks in the given sentences.
3. Write the following instruction on the top of the board:

Look at the picture. Fill in the blanks with correct prepositions from the box.

at on in near behind under



1. The cat is _____ the table.
2. The mouse is _____ the table.
3. There is a bowl _____ the table.
4. The mouse _____ the bowl.
5. There is cheese _____ the bowl.
6. The dog is _____ the door.
7. The dog is hiding _____ the door.

4. Once the groups are done, ask them to compare their answers.
5. In the end, review the answers with the whole class.



CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by telling them that we often use prepositions of position in our sentences to show the position of different things/objects in relation to one another.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board and ask a few students to identify prepositions of position.
 - ◇ They are sitting in class.
 - ◇ Books are on the desk.
 - ◇ Notebooks are in the bag.
2. Tell students that you are going to talk to them for a minute, and instruct them to listen for prepositions as you talk (i.e. We are going to line up by the door. We are going to walk to the playground for a match. Gul Sher, please stand behind Nasir Khan today.)
3. Have students raise their hands each time you use a preposition.
4. Call on students to tell you the prepositions they heard.



HOMEWORK / FOLLOW UP

2 MINUTES

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

CONSTRUCTING SENTENCES AND PARAGRAPHS



STUDENT LEARNING OUTCOMES

- Identify the paragraph as a graphical unit of expression.
- Use the texts they read as models for their own writing.
- Fill in the missing information to complete a simple paragraph.
- Write a few simple, meaningful sentences of their own on a given topic.

INFORMATION FOR TEACHERS

1. Students will write their own sentences towards the later part of the term. This is because earlier in the term we gave them tools that will help them to make sentences. These tools include: naming words, action words, describing words, pronouns and prepositions.
2. Facilitate the students to write sentences by referring back to their previous learning on the above topics.
3. Set your speed according to your students' progress. Spend more time on any activity that your students are finding difficult.
4. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- White/blackboard, short texts on topics of interest to the students.



INTRODUCTION

5 MINUTES

The teacher will:

- Introduce the activity as a 'Backwards Quiz'.
- Make a sound, and students guess the letter that makes that sound. Make vowel sounds 'Oo, ay'.



DEVELOPMENT

55 MINUTES

Activity 1:

15 Minutes

The teacher will:

1. Ask the students to look at the text written in paragraph form. Ask them to see the sentences written in the paragraph.



2. Tell them that all sentences in a paragraph provide specific information on each sentence in a meaningful unit of expression.
3. Ask the students to read a short text. Encourage them to read it aloud and if they are unable to read a word ask them to read it by following the sounds.
4. Select a text that is not of more than 5-6 sentences.
5. Sample Text:
6. I get up early in the morning. I say good morning to father and mother. I brush my teeth and take a bath I say my prayers, then I have breakfast with my family.
7. Now provide the same text with some words removed from it and replace them with blanks. The removed words are given at the top of this text. Ask students to fill in the blanks, choosing the right word. Let them practice by taking cues from the model text.
8. This activity can be extended by removing the first text and encouraging students to fill in the blanks from the given word bank.

Activity 2:

Minutes 12

1. Brainstorm: Write the text from the previous activity on the board.
2. Underline the words that were in the blanks.
3. Ask students to suggest which other words may be used in place of the underlined words.
4. Students can point out new options and you can put them on the board.
5. For example, instead of brown, we may use black, blue, pink, red, big, small, new, old.
6. Instead of 'tree', we may say, chair, table, bed, pillow.
7. Instead of 'playing' we may say sitting, sleeping, working.
8. Instead of 'mother' we may say father, brother, sister, friend, uncle.
9. Instead of 'happy' we may say excited.
10. Ask the students to rewrite the paragraph, choosing any of the options they like.

Activity 3:

Minutes 13

1. Give the students some words to use in sentences of their own. Help them to express an idea if they feel confused. Encourage them to make short and simple sentences.
2. Ask students to read their sentences aloud to the whole class, or to read them to the child sitting next to them.
3. Give positive feedback when children read out their work. Do not point out mistakes at this point. Make corrections in the notebooks.
4. Encourage students to listen to each other with respect, and without making fun of each other.

Activity 4:

15 Minutes

1. Ask the students to read a descriptive text observing spaces, capitalization, punctuation and spelling. This may be on a Park' or 'a Corn Field'. Choose a topic that they are familiar with. The text should not be more than 5-6 simple sentences.

2. Ask them to write on a similar topic.
3. Help them gather ideas including describing words, naming words and action words through brainstorming.
4. Ask them to write a descriptive paragraph using the words they have come up with during the brainstorming activity.
5. Encourage them to share their writing with the whole class and/or to read it to the child sitting next to them.
6. Give positive feedback when children read out their work. Do not point out mistakes at this point. Make corrections on the notebooks.
7. Encourage students to listen to each other with respect without making fun of each other.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Involve students in selecting an interesting topic. Tell students they are going to write something about it.
2. Help them gather ideas by brainstorming.
3. Ask the students to write a few simple, meaningful sentences of their, own using their selected ideas on the given topic.



ASSESSMENT

5 MINUTES

1. The above activity may be used for assessment.
2. Teacher is also required to involve the students in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to give students practice in writing sentences on the given topic.
2. Provide them the vocabulary they need.

Month

3

POETRY



STUDENT LEARNING OUTCOMES

- Read and recite short poems or nursery rhymes with actions.
- Articulate and recognise simple rhyming words.
- Copy rhyming words from a poem. Write more rhyming words.
- Familiarize themselves with rhythm, stress and intonation of English language.
- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Use the detailed format for discussion and finding rhyming words in the sequence in which this lesson plan has been inserted. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for the students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Recite a poem a couple of times with actions to the students; follow the rhyme and rhythm and use intonation and actions as required.
- Ask the children if they understand what it is about. Tell them what it is about.



DEVELOPMENT

55 MINUTES

Activity 1: 20 Minutes

1. Introduce the gist/idea/ story of the poem in a few words; e.g. "Rain Rain Go Away" or "My Pet".

2. Tell the students that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
3. Also show pictures from the poetry book or draw pictures on the board.
4. Make cutouts 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.
5. These cut-outs can be pinned/pasted on the boards/wall or hung by strings in the classroom.
6. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.
7. Spend 5 minutes in the beginning of the English period to repeat the poem. Don't repeat it too many times on one day, the children will get tired of it.
8. Do not stop to make corrections at this stage rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
9. Write the poem on the blackboard. Once the students start to learn it, point to the words as they recite it, so that they are able to read it as well.
10. Continue till they are able to sing it together as a group.
11. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
12. Point to one line in the poem and ask students to read it.

Activity 2:

20 Minutes

1. Ask students to read the poem and find rhyming words; underline/circle them. Help them find one pair to give an example.
2. Ask them to write them down.
3. Brainstorm with the students to come up with more rhyming words.
4. Ask students to write these in their notebooks.



Activity 3:

15 Minutes

1. Ask simple questions that require one or two word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts that arise after hearing the poem).
 - ◇ Do you like the poem?
 - ◇ What is the name of the girl?
 - ◇ How many spiders/girls are there?
 - ◇ What did she eat?

- ◇ Where did the spider sit?
- ◇ Was she afraid of the spider?



CONCLUSION / SUM UP

3 MINUTES

1. Revise the poem.
2. Ask students to tell the story of the poem in their own words, in English.



ASSESSMENT

5 MINUTES

1. Formative assessment (ongoing) of poems regarding rhyme and rhythm/words, intonation and actions should be carried out.
2. Teacher is also required to involve the student in solving the exercise at the end of the unit/ chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to practice with the students by revising the poems regularly.
2. Ask a different child to lead the singing each time.
3. Instruct the child who will lead the activity to use actions in a lively manner. The child may add his/her own actions if he/she likes.

INITIAL CONSONANT CLUSTERS



STUDENT LEARNING OUTCOMES

- Identify and pronounce with reasonable accuracy common consonant clusters in the initial position.

INFORMATION FOR TEACHERS

- When two consonants appear next to each other it is called a consonant cluster, e.g., the groups /spl/ and /ts/ are consonant clusters in the word splits.
- Simply put, a consonant cluster in a word is a group of consonants with no vowel between them, for example, 'splash' has three consonant sounds at the start (spl) and two at the end (sh).
- Such consonant clusters in English are /sm/, /sn/, /st/, /sw/, /sk/, /sl/, /sp/, /sh/, /qw/, /dw/, /tw/, /qr/, /dr/, /tr/, /kw/, /ky/, /kl/, /pr/, /fr/, /br/, /gr/, /pl/, /fl/, /bl/ and /gl/.
- A consonant cluster can appear at the beginning, in the middle, or at the end of a word.
- Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in the cluster can be heard, e.g. in the word 'break' the 'b' and 'r' sounds are pronounced in clusters, this constitutes an initial consonant cluster.
- This is not to be confused with a consonant digraph, where the two letters make one sound. In a consonant cluster, you can hear the two sounds as you say the consonants.
- Help students identify the consonant clusters during reading lessons. You can use such words as 'pre-teach vocabulary' or highlight them while reading.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, flashcards containing words for different consonant clusters and their matching picture cards, textbook, and duster, etc.



INTRODUCTION

5 MINUTES

- Write English letters from a to z on the writing board and ask students to identify the vowels letters, i.e., a, e, i, o, u. Circle them as students identify the vowel letters.
- Ask students what other letters are called. (The expected answer would be consonants.)
- Now, write the word 'school' on the writing board underlining the first three letters and ask students whether all the three letters are consonants or there is any vowel? (Their expected response will be 'all the three are consonants').
- A consonant cluster is when two consonants come together in a word. They can appear at the start of a word, for example:

st in stay
fr in friend
cr in crab

- Or at the end of a word:

sk in desk
st in fast
nt in went
nd in sound

- Tell students that today they are going to practise a few more common consonant clusters that appear at the start of a word.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Point to different things/ places/ persons in the classroom and school, (e.g., furniture, stationery items, areas in the school, students, staff, etc) and ask students to tell the names of those things/ places/ persons and identify the ones that have more than one consonant before a vowel at the beginning of their names.
2. Write the words on the board as students tell you, e.g., class, floor, glass, playground, grass, broom, brush, writing board, scissors, students, blackboard, etc.
3. Extend this practice by displaying the charts of fruits, animals, plants, human body, sports items, etc.
4. Help students identify words that have initial consonant clusters.
5. Ask them to note down one example for each cluster in their notebooks.

Activity 2: 10 Minutes

1. Create consonant cluster flashcards and separate picture cards to match.
2. Example: sc- scarf, tw- twig, dr- drum
3. Divide the class into groups and give one set of flashcards and one set of picture cards to each group. Students can practice matching each flashcard with the corresponding picture, or play memory where they flip the cards over and find matches by taking turns and flipping the cards one at a time.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing a few more examples of initial consonant clusters.



ASSESSMENT

5 MINUTES

1. Ask students to search words with initial consonant clusters in the lesson 'A Tiny Creature' of the textbook on page 1, write them on a paper, and cross-check with their fellows.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write in their notebooks 10 words with initial consonant clusters and practice their pronunciation with their siblings/ family members/ friends.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

FORMULAIC EXPRESSION



STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
 - ◊ listen and respond to more commands
 - ◊ express limited needs and feelings
 - ◊ recite poems
- Demonstrate common conventions and dynamics of oral interactions in group to:
 - ◊ express needs and feelings
 - ◊ express likes and dislikes

INFORMATION FOR TEACHERS

1. Feelings are of various kinds, such as, happy, sad, angry, confused, worried, etc.
2. Understand the needs and feelings of students.
3. Do not snub the students if they would like to express their feelings and needs.
4. Be polite, so that the students do not hesitate to express their needs and feelings.



DURATION / NO OF PERIODS: 35 MINUTES/ 1PERIOD



MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, plastic eggs, flashcards, pictures, textbook, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students by saying, "How are you, kids!"
2. Ask the students, how they feel today?
3. Tell the students that sometimes we are happy and sometimes we are sad, the state of being happy or sad shows our feelings. We express our feelings through gestures.
4. Say:
 - ◊ Suppose, I am happy. This can be indicated by my smile.
 - ◊ If I am sad, I will be quiet and serious.
5. Tell the students about different needs, e.g. drinking water, going to the washroom, feeling hungry, feeling sleepy, etc.

**Activity 1:****06 Minutes**

The teacher will:

1. Ask the students, if they are thirsty, how they will ask to drink water?
2. Take 3–5 responses from students and write them on the writing board.
3. If the responses are inappropriate, tell them the correct way of asking for permission. (May I drink water please?)
4. Tell the students to raise their hands if they want to express their needs.

Activity 2:**08 Minutes**

The teacher will:

1. Draw a large circle on the board. Then draw two eyes, ears, nose, and a smiley mouth.
2. Make the same facial gesture and say “I’m happy! Happy, happy, happy”. Get everyone to chorus “happy” and do the facial expression.
3. Then erase the mouth and draw a sad mouth (and maybe a tear under one eye) and teach “sad”.
4. Do the same for other gestures/feelings (hungry, angry, scared, sleepy).
5. Ask the students the following questions:
 - ◇ What do you do when you feel happy? (Write students responses on the writing board)
 - ◇ What do you do when you feel sad? (Write students responses on the writing board)
 - ◇ What helps you feel better when you are feeling sad about something?
 - ◇ How will you express if you are hungry? (Write students responses on the writing board)
 - ◇ How will you tell somebody if you are scared? (Write students responses on the writing board)
 - ◇ How will you tell if you are sleepy, sick, or bored? (Write students responses on the writing board)
6. Help the students if they lack the vocabulary to express themselves. Appreciate the students for each response.

**Activity 3:****06 Minutes**

The teacher will:

1. Share some short stories with the students and ask them to think about how they would feel if they were in each story?

Situation 1:

It’s time for recess! You are planning to play on the swings, but when you get to the playground, all the swings are being occupied

- ◇ How would you feel?

Situation 2:

It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad are not here yet.

- ◇ How would you feel?
2. Take responses from as many students as possible.
 3. Help students by giving them the required vocabulary to describe how they are feeling.
 4. Also, encourage them to express themselves productively.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Tell students that today we learned about different kinds of feelings and needs.
2. Tell students that we also learned when and how to express those feelings and needs.
3. In expressing our own needs, feelings, and ideas, we should be respectful and kind to others.



ASSESSMENT

5 MINUTES

The teacher will:

1. Write a word on the writing board such as "happy" and ask the students to express the word by facial expression.
2. Repeat this activity for a few other words such as sad, angry, excited, etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will ask the students to share their feelings and needs with their siblings at home.
2. Use expressions of needs and feelings throughout the year.
3. Encourage the students to have positive feelings towards people and surrounding.

CONSONANT BLENDS



STUDENT LEARNING OUTCOMES

- Identify initial and final consonant blends.

INFORMATION FOR TEACHERS

- A consonant blend is formed when two or more consonants are blended together but each sound may be heard in the blend e.g., drink, blend, blue, chest, hand, etc.
- Help students distinguish between consonant digraphs and blends. A digraph is a letter combination for a single sound, whereas, in a blend, two or more consonants come together in a way that their individual sounds can still be heard.
- Give students examples of consonant blends from everyday familiar words.
- Give them the practice of consonant blends even if the students make meaningless or non-words.
- While teaching the lesson consult the textbook at all steps wherever applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write all the letters from 'a' to 'z' on the writing board.
- Invite students randomly to come up and circle vowels and underline the consonants.
- Now, write the following words on the writing board: class, frog, clock, mask.
- Ask students to pronounce the words a few times. Then, ask them to read the underlined letters and pronounce their sounds.
- Tell them that the underlined letter combinations are examples of consonant blends, i.e., two or more consonants coming together in a word while each keeps its sound.
- Tell students today they will practise some consonant blends.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words with consonant blends on the writing board:
truck, brain, brush, student, blind, ring, bird, belt, nest, ant, kind, fact, land, just.
- Ask the students to identify the consonant blends in the above words individually for a couple of minutes and then ask them to work in pairs and discuss their responses with each other.

3. After a few minutes, invite a few students to share their responses with the rest of the class by underlining the consonant blends in the above words.
4. Ask the students to say the given consonant blends with correct pronunciation and intonation.

Activity 2:

10 Minutes

5. On the writing board, write the following consonant blend: **"sl-,sp-,st-,bl-,br-,pl-, etc."**
6. In the center of the board draw a pot.
7. In the pot, put ending sounds/words, such as -ack, -ing, -ace, -and, etc.
8. Have the students work in pairs and create words by placing one blend in front of an ending from the pot. Give them an example: **bl+ack=black**
9. Students will self-assess by inferring if the word they created is a correct word or not.
10. Repeat the activity with a few final blends, e.g., **"-sk", "-ld", "-nd", "-nk", etc.**
11. In the pot, put beginning sounds/ words such as **la-, fir-, te-, ma-, ta-, sa-, tha-, etc.**



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that today they have practised a few consonant blends at initial and final positions. Consonant blends are a set of two or three consonant letters that when pronounced, retain their sound.
2. Blends coming at the beginning of a word are called initial blends and those coming at the end of a word are called final blends.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
break, bring, west, right, sing, best, stem, crab, blue, snow
2. Ask students to copy these words in their notebooks and underline the consonant blends in each word.
3. Randomly check students' work to assess their understanding.
4. Once they are done, invite 2 – 3 students to share their work with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to identify at least 10 words with initial consonant blends and 10 words with final consonant blends from their textbook.
2. Ask them to write these words in their notebooks and share them in the next class.

RHYMING WORDS



STUDENT LEARNING OUTCOMES

- Articulate and use simple rhyming words in writing.

INFORMATION FOR TEACHERS

- Rhyming words have the same ending sounds. A nursery rhyme is a traditional poem or song for children.
- The oral repetition of nursery rhymes should start from the first week of the school year.
- Select poems that are short and simple for students to teach them rhyming words.
- Also, select the poems that you think students will enjoy.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, a book of nursery rhymes, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Recite a short poem from nursery rhymes with actions.
- Ask students to identify the rhyming words.
- Get the response from students and tell them that today they are going to practise a few rhyming words and use them in writing.

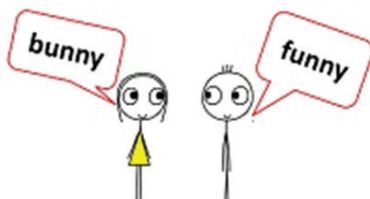


DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

- Write the following game on a chart and display it on the writing board:



Gul and Maria Rhyming Game

'Let's play a game where I say a word and you say a word that rhymes with my word,' said Gul to Maria.

'Sounds fun, let's play!' says Maria.

Gul: 'red'

Maria: 'bed'

Gul: 'sat'

Maria: 'rat'

Gul: 'funny'

Maria: 'bunny'

Gul: 'book'

Maria: 'look'

Gul: 'house'

Maria: 'ship'

'GAME OVER!' says Gul. 'House and ship do not rhyme. You could have said mouse. Mouse rhymes with house.'

'Oh, I see', said Maria. 'Ship could have rhymed with chip.'

2. Divide the class into pairs and ask students to practise the dialogue given in the game.

Activity 2:

10 Minutes

1. Ask students to work with the same partners.
2. Write the following poem on the board and ask students to find out the rhyming words from it and write them in their notebooks. Then, think of two more rhyming words for each of these words:

"Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky."

3. As the pairs work, move around and assist them where needed.
4. Once they are done, invite 3 – 4 pairs to share their rhyming words with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing the concept of rhyming words as follows:
2. **Rhyming words** are two or more words that have the same or similar ending sound. Some examples of rhyming words are: goat, boat, float, coat.
3. When you are figuring out if two words rhyme, use your ears to listen as you say the words. If they sound the same or similar, they rhyme. For example: car and far rhyme; house and mouse rhyme.
4. If the two words sound different, they do not rhyme. For example: car and man do not rhyme; house and grass do not rhyme.



ASSESSMENT

5 MINUTES

1. Write the following words on the board:
 - ♦ air, car, stand
2. Say, "How many words can you think of to rhyme with each of the words written on the writing board?" Ask students to write them in their notebooks.



HOMEWORK / FOLLOW UP

2 MINUTES

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

QUESTIONS AND PUNCTUATION



STUDENT LEARNING OUTCOMES

- Recognise the function of selected question words e.g., what, when, to write answers to simple questions.
- Identify and illustrate the use of question words: what, who, where, when, why.
- Use am, is, are with different substitution and pointing words in short sentences to identify and describe a person, place and thing e.g. I am ...
- Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places.
- Recognise that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark.
- Write a few sentences to describe a picture and a series of pictures.
- Write name, phone number and address.

INFORMATION FOR TEACHERS

1. As you move forward with this lesson plan, make sure:
2. To repeat the learning from the previous activity.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 105 MINUTES/ 3 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, duster



INTRODUCTION

5 MINUTES

The teacher will:

1. Ask students if they could meet Shahid Afridi, what 3 questions would they ask him (or any other personality, depending on their interests).
2. Explain to them that we ask questions to get information because we like to find things out.



DEVELOPMENT

90 MINUTES

Activity 1:

10 Minutes

1. Ask the students to answer some simple questions of 'what'. Tell them that you are going to ask something and they have to answer. The teacher may write these questions on the board.

2. The questions may be:
 - ◇ What is in my hand?
 - ◇ What is on the table?
 - ◇ What do you have in your hand?
3. These questions help the students understand the function of the question word. 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.
4. Point out the punctuation mark. Ask/tell them why is there no full stop at the end of this sentence.
5. Ask a few students to volunteer to ask 'what' questions.

Activity 2: 10 Minutes

1. Ask the students to answer some simple questions using 'when'. You may write these questions on the writing board
2. For some of these questions you can use little chits of paper cut into round shape with numbers written from 1-12 (like a clock dial). Ask students to draw the hour hand to answer the questions:
 - ◇ When do you get up? (use the clock)
 - ◇ When does your school start? (use the clock)
 - ◇ When is the weekend?
 - ◇ When is your birthday?
3. These questions help the students to understand the function of the question word 'when'. Use proper intonation for asking questions.
4. Show capitalization. Point out the question mark.
5. Ask/tell them why there is no full stop at the end of this sentence.



Activity 3: 08 Minutes

1. Ask the students to read the text provided to them with information on things and time. A text should be selected with simple questions of 'what' and 'when'.

Sample Text:

2. Ali woke up at 8 'o'clock. He had eggs for breakfast. He wanted to play football.

Questions:

- ◇ When did Ali wake up?
 - ◇ What did he have for breakfast?
 - ◇ What did he want to play?
3. Write questions on the board and ask them to write the answers using capitalization and correct punctuation.
 4. Ask them to copy questions from the board/textbook to get practice in writing the symbol for a question.

5. Ask students to use 'what and when' in sentences.
6. Remind them to use the question mark at the end of their sentences.

Activity 4: 10 Minutes

1. Select a picture from the lesson in which some persons are present somewhere in the room, in the park or somewhere else.
2. Prepare questions like:
 - ◇ Who is sitting on the sofa?
 - ◇ Who is standing near the door?
 - ◇ Who is wearing a blue shirt?
 - ◇ Who can you see under the chair?
 - ◇ Who is with mother?
 - ◇ Who is watching television?
3. These are sample questions. Teachers should prepare questions according to the pictures they have selected for this activity. Students may answer 'A boy is sitting on the sofa.' They may not be able to tell their particular names. Accept common names for the activity of picture.
4. Ask the students to read the text having information answering the questions of 'who'.

Sample text:

5. Uzma went to a party. She saw her friend Pinky there. Pinky was wearing a pink dress. Uzma was wearing blue shoes.
6. Questions: Who went to a party? (Students may answer with Uzma or Pinky's name).
 - ◇ Who was wearing a pink dress?
 - ◇ Who was wearing blue shoes?
7. Ask students to write the answers in their notebooks.
8. These are sample questions. Teachers should prepare questions according to the text they have selected for this activity.
9. Ask students to use 'who' in sentences.

Activity 5: 10 Minutes

1. Ask the students to read the text having information, and their answers the questions of 'where'.
2. Select a picture from the lesson in which some persons are present somewhere in the room, in the park or somewhere else.
3. Prepare questions like:
 - ◇ Where is the man?
 - ◇ Where do you think the man is going?
 - ◇ Where are the cows?
 - ◇ Where is the boy sitting?
 - ◇ Where is the tall man standing?
 - ◇ Where is the old man sitting?
4. These are sample questions. Teachers should prepare questions according to the picture they have selected for this activity.
5. The activity for 'where' can also be prepared based on the text in the textbook.
6. Ask the students to write the answers in their notebooks.
7. Remind them to carefully use question marks.

Activity 6:**08 Minutes**

1. Ask the students to read the text having information and answer the questions of 'why'. The teacher may start this activity by asking questions from the students.
2. Sample questions may be:
 - ◇ Why do you cry?
 - ◇ Why is the bus late?
 - ◇ Why don't you play?
 - ◇ Why are you happy today?
3. The activity for 'Why' can also be prepared based on the text in the textbook. In this case, the questions will take the form as:
4. These are sample questions. The teachers should prepare questions according to the text they have selected for this activity.
5. Ask the students to write the answers in their notebooks.
6. Ask students to use 'why' in question sentences.
7. Remind them to use question marks at the end of their sentences.

Activity 7a:**07 Minutes**

1. Encourage the students to answer and use as many question words as they can in this activity.
2. Ask them questions based on their general knowledge, such as: What is the capital of Pakistan?
3. Who was the founder of Pakistan?
4. Where is your home/ school?
5. When was Pakistan created?
6. Why do we need rain?
7. Divide the students into two teams. Encourage students to ask similar or the same questions from each other, and to answer the questions asked by the other team.
8. Invite the students to ask questions from you and from each other, for example, they may ask 'what is the name of your father?'

Activity 7b:**05 Minutes**

1. Provide the students some questions and statements without capitalization in the beginning and punctuation marks at the end. Ask the students to recognise the statements and questions and put question mark or full stop at the end. Ask them to capitalize first letter of every sentence.

Activity 8:**10 Minutes**

1. Ask the students how they will announce if there is a fire in the room: How will they say 'Fire'? Give other examples, ask them if they see someone after a long time, how do they greet them, etc. Other examples: My cat is gone! The little boy is ill.
2. How pretty! (Pointing to something pretty).
3. Don't jump from the chair!
4. Point to the exclamation mark, tell them that this mark tells us that we will say something with a lot of emotion: it can be happiness, anger, fear, etc. Repeat a few times. Ask the students to read the same text with emotion and see the exclamation mark.

Activity 9:**05 Minutes**

1. Ask students simple questions and encourage them to write the answers:
 - ◇ What is your name?
 - ◇ Where do you live?

- ◇ What is your phone number?

Activity 10:

10 Minutes

1. Tell them that in a description, you talk about what you see in a person, place, animal or thing e.g. Height, weight, colour of skin, eyes, hair, etc.
2. Ask the students to repeat the dialogue (given on the next page) with other boys/girls. Complete the dialogue and write in the form of a description. Draw and colour.
3. For description of an animal, show a picture of a cat and ask questions to describe it. The first question may be: "What is this?" The answer will be: "It is a cat." "What is its name?" "Its name is Dolly." And so on. Students repeat the description of the cat.
4. Repeat the procedure with a picture of two cats: What are these? These are cats. What are their names? Their names are Dolly and Billu, etc.
5. For description of a place, show a picture of a room/park and ask the students to describe it by asking questions. The first question may be: "What is this?" "Is it big? and so on. Students compile answers to write a description. They can also draw and colour.

Student A	Student B
Are you a boy?	Yes, I am a boy.
What is your name?	My name is Ahsan.
Are you fat or thin?	I am thin/I am fat.
Are you tall or short?	I am tall.
How tall are you?	I am four feet tall.
What is the colour of your hair?	My hair is black.
What is the colour of your eyes?	The colour of my eyes is brown.
Do you wear glasses?	Yes, I wear glasses.

6. Repeat the process with pictures of two or more objects, for example What are these? These are trees. Are they green or yellow? They are green etc.
7. After writing the description, underline "is, am, are." This activity will help to understand the use of "is, am, are."
8. Ask students to note that the initial letter of the first word of a sentence and the initial letter of the names of people, pets and places is capitalized.
9. Now ask students to write a description of their friend/pet or a place. They may do it from their memory/imagination, or by looking at pictures that you show them in class.
10. Note: Remind them of the describing words that they have learnt and encourage them to use them.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Ask students to role-play: One student has just joined the school, and the other is asking him/her some questions. The above-given table may also be used for role play.



ASSESSMENT

5 MINUTES

1. Use the follow-up activity to assess student's progress.
2. Teacher is also required to involve the student in solving the exercise at end of unit/ chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. For all 'wh' question activities, encourage students to create their own questions and ask the rest of the class.
2. Encourage students to use two kinds of 'wh' questions together, for example, "What is in this big blue box? Who brought it here?"
3. Continue to give students practice in the use of 'is', 'am', 'are, by giving fill in the blanks for homework or as classwork.

FORMULAIC EXPRESSION FOR SEEKING PERMISSION



STUDENT LEARNING OUTCOMES

- Articulate, recognise, and use some formulaic expressions to seek permission to do something.

INFORMATION FOR TEACHERS

- In oral communications, a well-defined set of words properly linked in a lexical pattern, are used to express greetings, regretting, apologies and seeking permission, etc. in a very soft as well as polite way, keeping in view the gender, age, and relationship, e.g.,
 - For greetings (Good morning/Good evening, have a nice day, etc.)
 - For apology (I am sorry, sorry, pardon me, etc.)
 - For seeking permission (May I come in?, May I read from your book, please? Would you please lend me your pointer? etc.)
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask the following questions from students:
 - While entering the class in the morning daily, what do I say? (Expected response: Good morning!).
 - When you want to enter the class, what do you say to me? (Expected response: 'May I come in, sir/ ma'am?')
 - When you need a pen and you request your fellow for borrowing his pen, how do you request? (Expected response: 'May I use your pen, please?')
- Then tell students that today we will practice such generally used, soft and polite expressions for seeking permission to do something.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask students how we make requests or seek permission politely.
- Get some answers and write the phrases on the board (elicitation).
- Then explain how we use them:

- ◇ How we can make questions when we ask someone to do something:
- ◇ Can I _____ ?
- ◇ May I _____ ?
- ◇ Can you _____ please?
- ◇ Could you _____ please?
- ◇ Desired answers would be:
- ◇ Can I use your pencil? Yes, you can.
- ◇ May I use your pencil? Yes, you may.
- ◇ Can you give me your pen, please? Sure.
- ◇ Could you give me your pen, please? Yes, of course.

4. Give students a few more examples and practice of the expressions.

Activity 2: 10 minutes

1. Write the following expressions on the writing board:
 - ◇ Can I sharpen my pencil?
 - ◇ Can I throw this in the bin?
 - ◇ May I go to drink water?
 - ◇ May I borrow your book?
2. Ask students to get up and mingle in the classroom.
3. Ask them to meet at least three students each and say one expression to a student, that student should respond in negative or positive to the question, and then move to the next student and ask the next question.
4. Observe the students while they practice using the expressions for seeking permission.
5. Continue until students have had sufficient practice.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that today they have learnt how to ask for permission using certain formulaic expressions.
2. Review the expressions once more with examples.



ASSESSMENT

5 MINUTES

1. Ask the students to search out formulaic expressions for seeking permission in the themes, "Participating Citizenship" of unit 5, on page 33 of the textbook and write on a paper, then cross-check with their fellows.



HOMEWORK / FOLLOW UP

2 MINUTES

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

CHANGING LETTERS AND SOUNDS



STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

- It is simply amazing how closely related words are. A simple quick change of a single phoneme can drastically change the pronunciation and meaning of the word. The position of the phoneme also affects the final makeup of the word itself.
- Before teaching this lesson, make sure your students are well familiar with word families. This will help them understand easily how changing the letters of words changes their sounds, too.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when required.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Begin the class by greeting the students.
- Review word families with your students. You can tell them that a word family is a group of words that end with the same sound but start with different letters.
- Show examples of word families to tap into students' prior knowledge (e.g. words ending with -an, -ed, -in, and -at, etc).
- Ask your students, "Why do you think we learn about word families?" Possible answers might include: to spell more words, to help us read, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- 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.
- 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'.
- Now, demonstrate changing the first letter and asking students its sound, e.g., change 'f' to 'p' and ask students, "We've changed the first letter of this word. Has the first sound also

changed?”. Repeat it for a few more letters, e.g., ‘r’, ‘c’, and ‘m’, etc. Write the new words on the board that are created due to change of letters and sounds.

4. 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.
5. Now, point towards the wall and ask students what it is called. Repeat the above steps for the word ‘wall’.
6. Draw two trees on the board – one tall and the other short. Ask students which one is tall.
7. Ask students if “ball”, “wall”, “tall” and “small” begin with the same sound. Do they have different initial letters, too?
8. 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.
9. 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.
10. Give a few more examples, e.g., bin, tin, and pin; bell, tell, and sell, etc. Repeat the steps as above.

Activity 2:

10 Minutes

1. Give students a worksheet or write the following words on the writing board:

man	
red	
hen	
sit	
bin	
tip	
cat	
fun	
but	

2. Divide the class into small teams.
3. Tell students that they are going to have a competition to create new words by changing the first letters (and sounds) of the words written on the board. The team that makes the highest number of correct words will win this game.
4. Give them a couple of examples before starting the game, e.g., changing the first letter of ‘park’ with a ‘b’ creates a new word ‘bark’. We can replace ‘b’ with ‘sh’ to create another word ‘shark’.
5. Explain to students that they should work in their team to create as many new words as possible. Teamwork means every player of the team must participate and contribute.
6. Tell students they have 6 minutes for this game. Set the timer and give students a signal to start the game.
7. When the time is over, tell students to stop writing.
8. Allow each team to share a few examples of changing the first letter/ sound of a word to create a new word.
9. Have each team count their correct words. Announce the winner and appreciate all students for their active participation.
10. Elicit from students that as the letters of words change, so do the sounds.



CONCLUSION / SUM UP

3 MINUTES

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



ASSESSMENT

5 MINUTES

1. Assess students' understanding during activities 1 and 2 above.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to practice copying words with different initial but same ending sounds/ letters several times at home.
3. Throughout the year, continuously guide and assess students' abilities to recognise, read, and write one-syllable words.
4. 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.

Month

4

READING COMPREHENSION



STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while-reading) to use pictures or rebus in texts to increase understanding.

INFORMATION FOR TEACHERS

- Students can be better motivated by looking at colorful and/or interesting pictures.
- A story with pictures is vastly important because it acts as an easy way to get your students into reading.
- A page of plain text might not seem exciting, but a page including text in fun images can make students curious to know more.
- Rebus is a puzzle that uses pictures or symbols in place of words to help early readers comprehend text, build sentences, and read-along using pictures.
- Example:

I like playing  .

- Help students if they lack vocabulary: even encourage them to name the objects/ pictures using their native language.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.



INTRODUCTION


5 MINUTES


The teacher will:


- Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
- Appreciate those students who respond to the greetings correctly.
- Ask the students to open their textbook on page 109 (Edition 2018-19).


Tad and his Cow


"I am Tad", said Tad.


Tad has a 

"Moo", said his 

"I can work with this  , said Tad.

"Moo", said his 

"It is a dream to work as a team with this  ", said Tad.

"Moo, moo, moo", said his 

4. Brainstorm some words that could fit into the poem in place of a picture.
5. Tell the students that while reading the poem, the word “cow” will take place of the “picture of cow”.
6. Read the poem “Tad and his Cow” with proper intonation and stress.

Tad and his Cow

“I am Tad”, said Tad.

Tad has a cow.

“Moo”, said his cow.

“I can work with this cow, said Tad.

“Moo”, said his cow.

“It is a dream to work as a team with this cow”, said Tad.

“Moo, moo, moo”, said his cow.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes




The teacher will:

1. Read aloud the story ‘Tubby and Tina’ from textbook page 107 (Edition 2018–19) to the class. (Don’t ask the students to open their book neither display or write on the writing board.)


Tubby and Tina

Tubby, the dog, has a bone. Tina, the black cat, comes there. Tina tries to take the bone. Tubby chases Tina away. Tubby sits and eats his bone.

2. Now write the story ‘Tubby and Tina’ in the following way.

Tubby, the  has a  . Tina, the black  comes there.

Tina tries to take the bone. Tubby chases Tina away.

Tubby sits and eats his  .

3. Ask the students to retell the story by replacing pictures with naming words.
4. Ask the students to identify characters in the poem.
5. Help the students to discover how pictures can take the place of words.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

- Tell students that replacing picture with naming words increases their vocabulary and help them in writing about pictures/events.



ASSESSMENT

5 MINUTES

1. Ask students to complete the given sentences by replacing the pictures with words.

1. I am drinking  .
2. She is watching  .
3. They are eating  .
4. My father is driving a  .
5. Sara is playing with  .



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask students to paste the pictures of their favourite sports goods/items (bat, ball, racket,) in their drawing book, and write their names under it.
2. Throughout the year ask for picture description.

PREPOSITIONS



STUDENT LEARNING OUTCOMES

- Recognise, identify and use a few words showing position e.g. up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with.

INFORMATION FOR TEACHERS

- Connect the learning here to what was previously learnt by students about naming words and action words.
- Encourage the students to use the prepositions in routine classroom situations.
- While teaching the lesson the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 70 MIN / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.



INTRODUCTION

5 MINUTES

The teacher will:

- Ask students what is the difference between saying 'I am sitting on a tree' and 'I am sitting under a tree.'
- Tell them that the words 'on' and 'under' change the position of the person in the sentence, that is why they are called prepositions.



DEVELOPMENT

55 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Introduce words showing position through demonstration with the help of the following sentences:
- Go up. (Say this sentence while standing near the stairs and pointing upwards).
- OR
- Come down. (Say this sentence while standing near the stairs and pointing downwards while the student is up on stairs).
- OR
- Come here. (Say this sentence to call a student who is away from you. Pointing him/her to come close to you).

5. Go there. (Say this sentence to a student who is close to you, to tell them to go to a place which is away from you. Pointing him/her to go away from you to a certain place).
6. Ask the students to practise words showing position in pairs following the way you used those words.
7. Ask a volunteer to follow the commands. Then ask another student to give the commands. Tell them to do it at a fast pace to make it interesting. Switch volunteers and repeat one or two times.
8. Select a text having words showing position. Practice reading these words with the students. When enough practice is given and students are able to read these words independently, ask them to underline words showing position used in the text.
9. Ask the students to use words showing position to give directions to their friends.

Activity 2: 15 Minutes

1. Create similar activities for other pairs of prepositions, such as 'in/out.'
2. Bring a big empty box to class. Also bring a toy (a doll or a stuffed toy).
3. Show the students and tell them that you are putting the toy in the box, then show and tell them that you are taking it out of the box.
4. Make them close their eyes, and ask them to guess where they think the toy is, in the box or out of the desk. (Some will say it is in and some children will say that it is out of the box).
5. Then ask them to open their eyes and see where it is. Repeat these steps a few times.
6. Start adding the use of action words too, such as 'The baby is weeping'.
7. Ask students what they do when they go out of the classroom. (play, drink water).

Activity 3: 10 Minutes

1. Introduce the prepositions 'on' and 'under'.
2. Show and tell the meaning by saying 'I am sitting on a chair', 'The doll is under the chair'.
3. Ask them questions such as:
 - ♦ Do cows sit on a tree or under a tree?
 - ♦ Do you sleep on a bed or under it?
 - ♦ When it is raining, people want to be under an....? (umbrella, or a roof).
 - ♦ Do you put your books on your desk or under it?

Activity 4: 10 Minutes

1. Give some commands mixing prepositions, action words and naming words, such as:
 - ♦ Put your hands on your head.
 - ♦ Put your hands up.
 - ♦ Put your hands on your waist.
 - ♦ Take your tongue out of your mouth.
 - ♦ Put your book back in your bag.
 - ♦ Put your pencil under your chair.
 - ♦ Put your pencil in your bag.



CONCLUSION / SUM UP

3 MINUTES

1. Bring to class as many bright objects as there are students in your class. If it is difficult for you to find so many, make little balls by crumpling up kite paper in different colors.
2. Give one bit of crumpled paper or ball to each child.
3. Ask the students to work in groups of 4.

4. Ask them to place or hide their balls somewhere.
5. Then each group member will guess where the rest of his/her finds hid their toys: Under the table? On the floor? In the bag, etc.
6. At the end, ask the children to share where they hid their paper balls.



ASSESSMENT

5 MINUTES

1. Use above activity to assess students' progress.
2. Teacher is also required to involve the student in solving the exercise at end unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Include prepositions in your daily conversation with the students and draw their attention to the use of these words. For example: when you talk to them about the weather in the morning, you may say, "there are clouds in the sky today' on a cloudy day. Or you can say, "Please use an umbrella when it rains so you don't get wet'.

ARTICLES (A, AN, THE)



STUDENT LEARNING OUTCOMES

- Identify and recognise the rules for the use of a, an, and the.
- Choose between a and an.

INFORMATION FOR TEACHERS

1. There are three articles in the English language: a, an, and the.
2. Articles 'a' and 'an' are called indefinite articles because they refer to the things or nouns in a general sense.
3. 'The' is called the definite article because it refers to a specific noun or when 'the' identity of the noun is already known to the readers.
4. The choice between 'a' and 'an' is determined by the initial sound of the word.
5. Article 'a' is used before a noun or adjective beginning with a consonant sound, e.g., a pen, a laptop, a jug.
6. Article 'a' is also used before the words that start with a vowel letter that produces a consonant sound, e.g., a union, a university, a European country, etc. These words start with a vowel letter, but the vowel letter gives a consonant sound.
7. Article 'an' is used with the words that start with vowel sound, e.g., an egg, an aeroplane, an umbrella.
8. 'An' is also used with the words that begin with a consonant letter that is mute or silent, e.g., an hour, an honest person, an heir, etc.
9. Plural nouns do not take indefinite articles (a, an).
10. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students what a noun is. (Naming words, e.g., a fan, a book, a bag, etc.)
2. Ask them to define an adjective (a word that gives more information about a noun) e.g.,
 - ♦ a beautiful (adjective) flower (noun)
 - ♦ a heavy (adjective) bag (noun)
3. Now write (a, an, and the) on the writing board and ask students if they know these words.
4. Allow a few students to share their responses.
5. Tell students that these words (a, an, and the) are a type of adjective called articles or determiners, because they help us to describe a noun. They tell us whether we are talking about:

- ◇ A particular noun
 - ◇ A general noun
6. Tell them that today they are going to learn how to use articles.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the definitions of definite and indefinite articles with the whole class.
 2. Explain the basic rules with examples.
 3. Review the following examples of articles used with words with the class:
 - ◇ an animal,
 - ◇ an elephant,
 - ◇ an ice cream,
 - ◇ an owl,
 - ◇ an umbrella
 - ◇ a tree,
 - ◇ a bee,
 - ◇ a snake,
 - ◇ a cake
 4. Ask students to notice the first letter (and sound) of each word that takes an 'a' or 'an'.
 5. Now, write the following sentences on the board and ask students to quickly discuss in pairs and decide which article should be used in each blank:
 - ◇ ____ clown came to my birthday party.
 - ◇ ____ owl flew over our heads.
 - ◇ ____ dog chased the ball.
 6. Next, tell students that they are going on a picnic tomorrow. Everyone must bring a few items.
 7. Ask students to think of, or draw, items they would bring to the picnic.
 8. Write the prompt on the board:

"We're going on a picnic and I'm bringing a/an/the ____."
 9. Do a round-robin chain (an oral chain activity in which students brainstorm or share responses in a circle) with each student adding an item.
 10. Encourage students to think beyond food items, such as a ball, a hat, a friend, an easy book. As the students respond, they repeat what each student said, and then add their own item.
- For example: Gul is bringing an apple, Saira is bringing a camera, and I'm bringing a ball.**

Activity 2:

10 minutes

11. Write the following words and key on the writing board.
 - ◇ ____ goat
 - ◇ ____ mobile
 - ◇ ____ man
 - ◇ ____ ant
 - ◇ ____ old woman
 - ◇ ____ eraser
 - ◇ ____ notebook

- ◇ _____bat
- ◇ _____orange.
- ◇ _____ Holy Quran
- ◇ _____ Holy Prophet

Key: An → used before a word beginning with a vowel sound

A → used before a word beginning with a consonant sound

The → used with specific/ particular/ already mentioned nouns.

12. Ask students to work in pairs and add 'a' 'an' or 'the' before the given words by using the key.
13. After a few minutes, invite 3 – 4 students to share their responses with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing the following key points with the whole class:

- ◇ A, an, and the are called articles.
- ◇ Articles help define nouns as specific or nonspecific. For example:

A clown came to my birthday party.

- ◇ The defines a noun as specific. For example:

Take the bus. (The bus is a specific bus, not just any bus).



ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board and ask the students randomly to fill in blanks with correct articles:
 - ◇ Islamabad is _____ capital of Pakistan.
 - ◇ Maryam is eating _____ egg.
 - ◇ This is _____ car.
 - ◇ Come back in _____ hour.
 - ◇ A cow is _____ useful animal.
2. Ask students to write only correct answers in their notebooks.
3. Review their answers with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select a page from their textbook and underline all the articles on that page.
2. Ask them that they may use red colour for definite articles and blue for indefinite articles.

GREETINGS



STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
 - ◊ Exchange some routine greetings
 - ◊ Exchange some social courtesies

INFORMATION FOR TEACHERS

1. Teaching students to greet people politely is the first step for good manners. It also sets a foundation for good communication skills in future.
2. Starting the class by greeting your student's helps in setting 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 is your day?
3. During teaching, extend greetings and courtesies to students and provide them phrases to learn, practice and reproduce appropriately. Give them multiple options, for example "Assalam-o-Alaikum" "Good morning", "Good evening", "Good afternoon", "Good night", "Allah Hafiz", "Shab Bakhair" and "Good bye".
4. Create opportunities for students to have real conversations with each other rather than just role plays in class. This will help to develop students' interpersonal skills.
5. Greeting each other is not a one-time activity, it is a routine. Be an example to the students – model the correct way to use greetings to students. Greet the students when you meet them and use appropriate parting comments when you leave.



DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum/Hello/Good morning. Appreciate those students who respond to the greeting correctly.
2. Ask the students, "When you wake-up in the morning and see your mother / father / sister / brother, what do you say?" (expected answer, Assalam-o-Alaikum)
3. Tell the students that we say "Assalam-o-Alaikum" or "Good morning". Emphasize that

saying 'greetings with love and happiness in the morning' will set a positive tone for 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 students to repeat after him/her, "How are you?" (Articulate the sentence with proper pauses 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 pauses so that the students hear and understand each word correctly.) Repeat the sentence 6 – 7 times.

Role play:

The teacher will:

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



Activity 2:

10 Minutes

The teacher will:

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 pauses so that students hear and understand each word correctly.) Repeat "good bye" 6 – 7 times with students.

3. Tell the students that they should say the parting greeting when they leave the school/ house. Encourage students to use this greeting with each other.
4. Tell the students to say “Allah Hafiz” or “Good bye” at the end of the day/class (say it cheerfully and by making eye contact).



CONCLUSION / SUM UP

3 MINUTES

- The teacher will tell students that today, they have learnt how to articulate and use some basic routine greetings in our daily life.



ASSESSMENT

5 MINUTES

1. The teacher will informally assess students’ abilities to exchange basic routine greetings during activities.



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will ask students to exchange basic routine greetings with their siblings at home several times.
2. Throughout the year, continuously guide and assess students’ abilities to exchange basic routine greetings. Make it a routine to greet students first yourself and then encourage them to respond properly.
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 provide individual responses, giving them the vocabulary, they need as they go along.

ENDING SOUNDS



STUDENT LEARNING OUTCOMES

- Identify words that end with the same sound, e.g., /ng/.

INFORMATION FOR TEACHERS

- In the English language, there are 26 letters but phonemes (the sounds of letters) are 44.
- Before teaching this lesson, make sure students are familiar with the letter sounds in English.
- Children enjoy pronouncing words of the same beginning and ending sounds, e.g., bus, bat, bull, fat, rat, cat, etc.
- Select vocabulary that is easy and according to the grade level for students, and preferably provide them practice with single-syllable or three-letter words, e.g., fan, man, etc.
- The focus should be on the sound of letters in a word. While teaching this, make it fun with the help of activities.
- Nursery rhymes provide an excellent resource for the practice of words with the same ending sounds.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Sing with the class the Humpty Dumpty rhyme with actions.
Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses and all the king's men,
Couldn't put Humpty together again.
- Now, read the poem to students a second time, point out the first two words that rhyme: wall and fall. Say, "Wall and fall rhyme because they sound the same at the end. They both end with the sound -all."
- Ask students, "What other words can you think of that rhyme with wall?" (hall, mall, ball, call, tall)
- Ask, "How do you know that the word you said rhymes with fall and wall?" (because the ending of the word sounds the same as the ending of wall; they both end with the sound -all)
- Tell the students that today we are going to practise words with the same ending sounds.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Briefly explain same ending sounding words to the students by giving examples from common or familiar objects, e.g., fan, pan, rest, test, rail, pail, song, long, sing, wing, etc.
2. Tell them that the same ending sounds of words can be vowel sounds (e.g., three, tree, see) or consonant sounds (e.g., fan, pan, ran).
3. Now, draw the following table on the writing board:

List 1	List 2	List 3	Ending sounds letters
Cat	Sat	Bat	
Cook	Look	Book	
Bed	Fed	Red	
Boat	Coat	Goat	
Chalk	Walk	Talk	
Chest	Rest	West	
Run	Bun	Fun	
Ring	Thing	Sing	
Wrong	Song	Long	

4. Ask students to read the words in the table aloud in pairs, and to identify the same ending sounds of the words.
5. After a few minutes, invite a few students to pronounce and write the same ending letters for the ending sound against each row.
6. Read every word loudly and highlight the same ending sound of each word.
7. Ensure that all students identify the same ending sounds in the given words.

Activity 2:

10 minutes

1. Write the following words on the writing board:
big, cat, ball, bed, sat, tall, map, hit, tell, right, cap, red, wig, sit, bell, sight.
2. Ask students to work in pairs and pair the words with the same ending sounds.
3. After a few minutes, invite a few students to share their work with the whole class.
4. Finally, write the pairs of words with the same ending sounds on the board and ask students to compare them with their work.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that, to identify the same ending sounds of words, they must focus on the ending letter of the words. Then, identify the sound of the letter.
2. Give them a few more examples.



ASSESSMENT

5 MINUTES

1. Tell students that they are going to listen to a few words that end with the same ending sound, e.g., -ock. Say one example of a word that ends with this sound (e.g., lock).
2. Readout a list of words that have -ock ending mixed up with some words that do not have that ending (e.g., sock, rock, song, block, flock, work, and so on).

3. Ask students to clap every time they hear a word that ends with -ock.
4. If time allows, do it for another word ending, e.g., -en, or -ub, etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select one page of their choice from their textbook, and to copy the words with the same ending sound in their notebook as a home assignment.

DESCRIBING COMMON OBJECTS



STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

1. Pictures/ illustrations support reading comprehension.
2. Give students the concept that pictures/ illustrations can help a reader get to the main idea of the text quickly.
3. 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 ..
4. 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 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects or real-life objects, textbook, etc.



INTRODUCTION

5 MINUTES

1. 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.
2. 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.
3. Repeat it for a few other sounds/ letters.



DEVELOPMENT

20 MINUTES

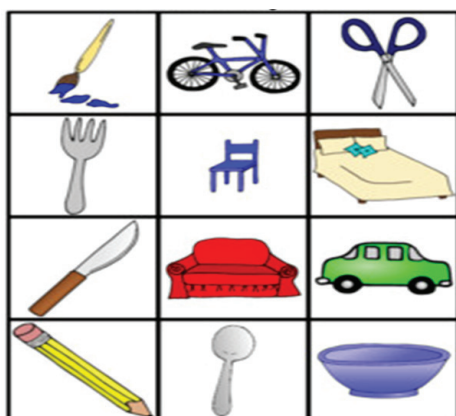
Activity 1:

10 Minutes

1. Exhibit a chart or collection of different common things in the classroom: **table, chair, book, pencil, etc.**
2. Ask a few students to come forward one by one. Point to different objects and ask

students to pronounce the names of the objects.

3. Draw the following pictures on a chart or the writing board:



4. Point to an object and ask students to name it. As they tell its name, ask them to describe what it is in a few words.

Activity 2: 10 min

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

3 MINUTES

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



ASSESSMENT

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

Month

5

MASCULINE / FEMININE



STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

- Gender is defined as a classification of a noun or pronoun as feminine, masculine or neuter.
- English doesn't really have a grammatical gender as many other languages do. It doesn't have a masculine or feminine for nouns unless they refer to biological sex (e.g., woman, boy, Ms, etc).
- In general, there's no distinction between masculine and feminine in English nouns. But sometimes we show gender in different words when referring to people or animals.
- It's important to distinguish between grammatical gender and natural gender. Natural gender is simply the biological sex of a person, animal, or character. Grammatical gender is a way of classifying nouns.
- Masculine gender indicates males such as boy, nephew, husband, father, man, king, etc.
- Feminine gender denotes females, for example, girl, niece, wife, mother, woman, queen, etc.

List of masculine and feminine words in English

Masculine	Feminine	Gender neutral
man	woman	person
father	mother	parent
boy	girl	child
uncle	aunt	
husband	wife	spouse
actor	actress	
prince	princess	
waiter	waitress	server
rooster	hen	chicken

- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write the following sentences on the writing board:
 - ◇ He is a man of his word.
 - ◇ Aslam is a good boy.
 - ◇ She comes here every day.
2. Ask students to talk about the words in the above sentences which denote gender (male or female).
3. Tell students that gender shows if a naming word is masculine (male), feminine (female), or neuter.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Write the following words on the writing board:
2. brother, sir, prince, actor, uncle, sister, madam, actress, wife
3. Divide the class into pairs.
4. Ask pairs to discuss the words written on the writing board and classify masculine and feminine in two separate columns.
5. Ask pairs randomly to share their answers with the whole class.

Activity 2: 10 minutes

1. Make 4 – 5 sets of flashcards of the following words:
2. son, man, cock, boy, bull, master, father, king, hen, cow, daughter, mistress, woman, girl, queen, mother
3. Divide the class into 4 – 5 groups.
4. Shuffle the flashcards in each set and give each group one set of flashcards.
5. Ask them to place the flashcards in the centre of the group at a table/ desk/ chair.
6. Ask them to take turns to find masculine and feminine gender pairs. Each player will have half a minute to find a pair. The player who finds the highest number of pairs will win.
7. Once they are done, invite one student from each group to show both flashcards showing masculine and feminine to the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Gender is defined as a classification of a noun or pronoun as feminine, masculine, or neuter. For example, man, woman, person or boy, girl, child, etc.



ASSESSMENT

5 MINUTES

1. Ask students to think of feminine of the following words.
brother, he, prince, uncle, husband, father.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write the masculine of the following nouns in their notebooks:
3. she-goat, bitch, horse, sister, heroine, waitress.

INDEFINITE ARTICLES (A, AN)



STUDENT LEARNING OUTCOMES

- Identify 'a' or 'an' as articles.

INFORMATION FOR TEACHERS

- Article 'a' is used before a singular countable noun that starts with a consonant sound for example: a chair, a table, a cup, etc.
- Article 'an' is used before a singular countable noun that starts with a vowel sound, for example: an apple, an umbrella, an egg, etc.
- Article 'a' is also used before a countable noun that starts with a vowel letter that does not give vowel sound, for example, 'a university', 'a unicorn', etc.
- Article 'an' is also used before a word that starts with a mute consonant, for example: an hour, an honest person, etc.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students to recall the definition of a noun.
- Write down the following words on the writing board:
an apple, a book
- Ask students to read the sentences and tell if they know about underline words.
- Tell the students that these words (a, an) are called articles or determiners because they help us in describing nouns and their numbers.
- Article 'an' is used with words starting with vowel sounds and 'a' is used with words starting with consonants sounds.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make flashcards of the following words:
cook, insect, university, honour, chair, hour, animal, paper, table.
- Show one flashcard at a time to the whole class.

3. Tell students that they will stand up if the word takes 'an' and they will keep seated if the word shown in the flashcard takes 'a' before it.
4. Repeat for all the words listed above.

Activity 2:

10 minute

5. Select a unit from the textbook in which indefinite articles are used.
6. Divide the class into pairs.
7. Ask students to scan the text of the unit to find out examples of words taking 'a' or 'an'.
8. As the pairs work, move around and assist them where needed.
9. Once they are done, invite 3 – 4 pairs to share their examples with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by restating the key points of the lesson.
2. Give a few more examples of 'a' and 'an'.



ASSESSMENT

5 MINUTES

1. Write the following sentences with blanks on the writing board:
 - ♦ I bought _____ book (an, a)
 - ♦ I ate _____ apple (an, a)
 - ♦ He reads in _____ university. (an, a)
 - ♦ He is _____ honourable man. (an, a)
 - ♦ Aslam is _____ honest man. (an, a)
 - ♦ _____ ant is a hardworking insect. (an, a)
2. Ask students to choose the correct article to fill in the blanks. Ask them to write it with the noun in their notebooks.
3. Randomly check students' answers and then review the answers with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

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

ARTICLES WITH PLURAL NOUNS



STUDENT LEARNING OUTCOMES

- Recognise that plural nouns do not take the articles 'a' or 'an'.

INFORMATION FOR TEACHERS

- Refer to the previous lessons about articles.
- Articles act like adjectives and modify nouns.
- 'a', 'an' are called indefinite articles.
- They are used before a singular countable noun.
- 'an' is used before a noun starting with a vowel sound and 'a' with a noun starting with a consonant sound.
- Plural countable nouns do not take the articles 'a' and 'an'.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following words on the writing board:
stars, table, pencil, apple, chairs,
- Ask students to identify singular and plural nouns.
- Review the rules for the use of articles.
- Tell students that we use (a, an) with singular countable nouns.
- Tell students that plural nouns do not take 'a' and 'an'.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Review the concept of countable plural nouns with the class.
Countable noun: The noun has both a singular and plural form. The plural is usually formed by adding an "-s" or an "-es" to the end of it.
 - one horse, two horses
 - one chair, two chairs

- ◇ one match, two matches

Countable nouns may also have irregular plural forms.

- ◇ one child, two children
- ◇ one mouse, two mice

2. Remind students that we use 'a' or 'an' with general singular countable nouns. Plural nouns do not take 'a' or 'an'.
3. Write a list of singular and plural countable nouns. Include the words that start with vowel sounds, for example, books, oranges, cat, apple, tables, umbrellas, fan, egg, button, chairs, pen, notebooks, etc.
4. Make columns on the writing board as shown below:

a	an	x

5. Divide the class into pairs.
6. Tell students to copy the table in their notebooks. Next, ask them to discuss in pairs and write the words that take 'a' or 'an' in their relevant columns. Explain to them that the column with 'x' is for the words that do not take 'a' or 'an'.
7. While the pairs work, move around and assist them where required.
8. Once they are done, review the answers with the whole class.
9. Make sure students understand that plural nouns do not take 'a' or 'an'.

Activity 2: 10 minutes

1. Tell students to continue working in the same pairs.
2. Assign them to scan a unit of their textbook for plural nouns.
3. Ask them to find ten examples of nouns that do not take 'a' or 'an'.
4. Invite 3 – 4 pairs to share their words with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Tell the students by concluding:

1. 'a', 'an' are called indefinite articles.
2. They are used before a singular countable noun.
3. 'an' is used before a noun starting with a vowel sound and 'a' with a noun starting with a consonant sound.
4. Plural countable nouns do not take the articles 'a' and 'an'.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
2. cats, notebooks, chalks, chart
3. Ask students to tell which of these nouns do not take (a, an).



HOMEWORK / FOLLOW UP

2 MINUTES

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

VOCABULARY BUILDING



STUDENT LEARNING OUTCOMES

- List items of a similar category from a given text/picture.

INFORMATION FOR TEACHERS

- Categorization is the act of sorting and organizing things according to group, class.
- Categories are important and categorization changes over time with learning from the way something looks, to the way it acts, to its function, etc. After a student is able to categorize properly, they can use the skill to make distinctions between items/things etc. rationally. Categorizing in language is important because:
 - It gives us a way to distinguish between items/things.
 - It provides connections between ideas for similarities/differences.
 - It gives us a way to group our thoughts.
 - It helps build students' vocabulary.
- The teacher should try to use items of similar category present/available in the class.
- Do not tell the students more than 5 items in a specific category so that they can grasp the concept.
- Give example of items from daily life.
- Make the task easy by cutting pictures of different items from magazines, newspapers etc.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, pictures, charts



INTRODUCTION

5 MINUTES

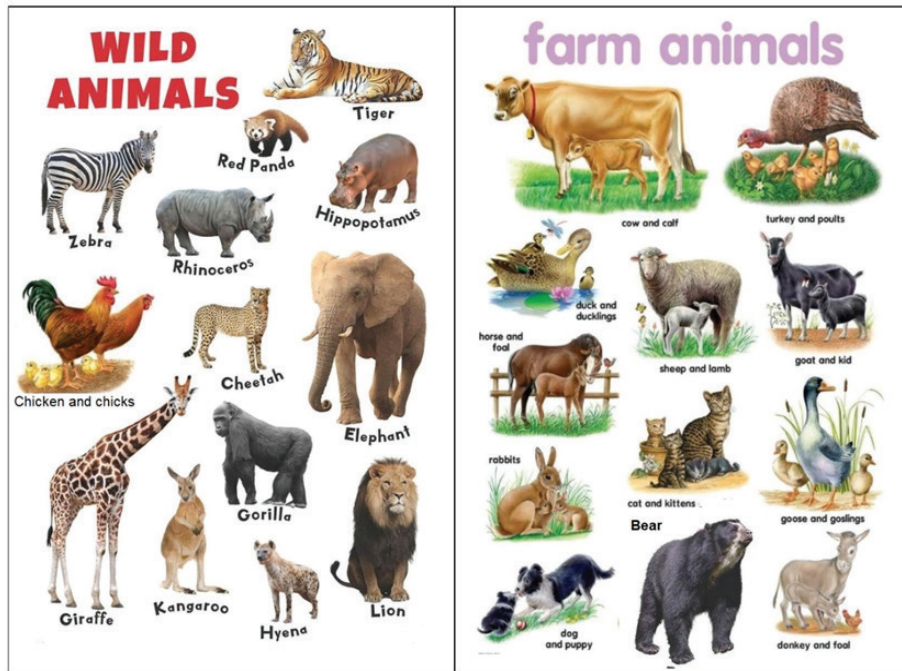
The teacher will:

- 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 greetings properly.
- Say "How are you doing kids?" and make sure that the students reply, "We are fine, thank you."
- Write the words lion, tiger, zebra, elephant, and giraffe on the writing board and read the words aloud and ask the students to repeat these words.
- Tell the students that one can place all these words under the same category known as 'wild animals'.
- Tell the students that things are categorized for the purpose to recognise them easily.

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

The teacher will:

1. Display two charts i.e. Wild animals and farm animals on the writing board and ask the students to look at both the charts carefully to identify the odd animals in both the charts.



2. Repeat the same process for vegetables and fruits.

Activity 2:**10 Minutes**

The teacher will:

1. Write the following text on a chart and ask the students to identify animals, stationery and fruits.
2. Ask the students to help you write items on the writing board according to its category.

I have a good story book, but my cat is very naughty. My cat does not let me read my story book. I have a puppy too. My puppy plays with my cat. While reading when I feel hungry, I eat an apple. I like mangoes too. My brother likes cows. He also loves to write with pencil.

Animals	Stationery	Fruits



The teacher will:

1. Tell the students that we have learnt how to put animals and things into different categories based on their unique features.



ASSESSMENT

5 MINUTES

The teacher will:

1. Provide a word bank of different items (fruits, vegetables and buildings) to the students.
2. Draw three boxes on the writing board and write specific categories on each one.
3. Ask the students to pick a word from the word bank and place it in its respective category.



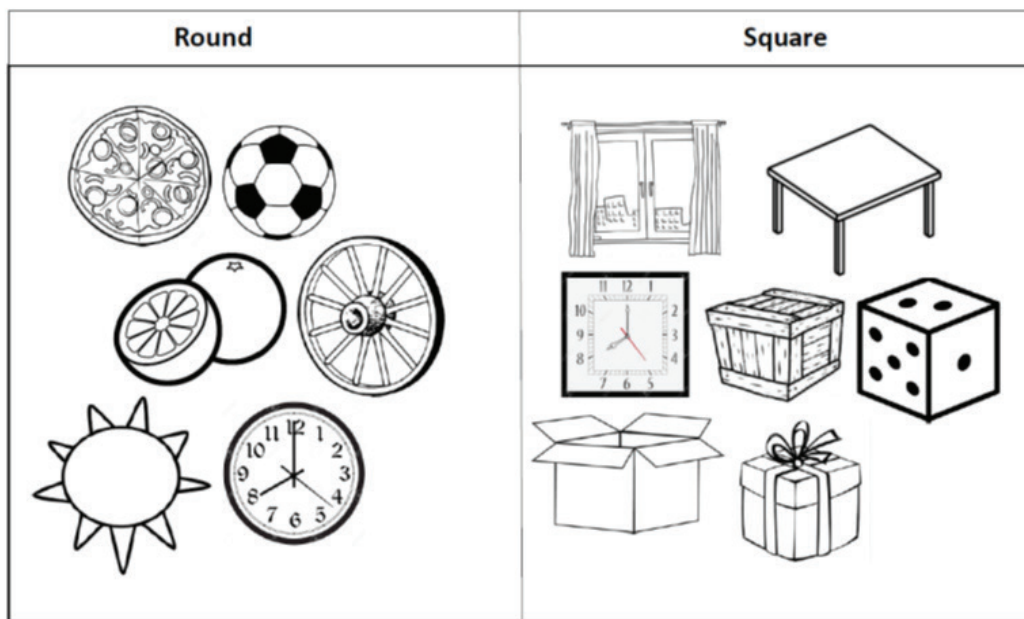
HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask the students to draw a picture of five (5) round shape objects and five (5) square shape objects in their notebooks.
2. Prompt the students in the class to come up with as many ideas as possible to help them with homework.
3. Throughout the year, tell the students about items of different categories like clothes (winter clothes, summer clothes), foods (spicy, candy, fruits, and vegetables), drinks (hot drinks, cold drinks), toys, functions, appliances, furniture, etc.

Expected answers:



INTRODUCE YOURSELF



STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in a group to:
 - ◊ introduce themselves and others
 - ◊ participate in conversation

INFORMATION FOR TEACHERS

1. Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
2. You must 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.
3. Always ask for permission before taking someone else's belonging.
4. As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions for example:
5. Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
6. Tell them it's polite to answer if somebody is asking some questions or wants to talk.
7. Ensure that students listen to each other with respect.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (Expected response: "Wa'alaik-um-Assalam /Good Morning").
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 Saima. My name is Amjad. , 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

5. 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?”*
6. 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.
7. 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).
8. 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 Saima. 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 Gul Bano.”*
9. When you talk to someone, it is polite to pay attention and make eye contact with them.
10. Tell students to practice in pairs and ask and tell each other their names.
11. 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 the students to carry 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 Saima. 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 Sonia.”
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

3 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**

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

SHORT NOTICES & SIGNS



STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while reading) to follow instructions in short school and public notices or signs with visuals.

INFORMATION FOR TEACHERS

- Instructions can be in written form, verbal, or in the form of gestures/ non-verbal.
- Give students practice to follow the instructions.
- This is very helpful for life skills.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Draw the following sign on the writing board:



- Ask students to guess what it means. (indicates something is not permitted)
- Write the following notice on the writing board (or write it on a paper and display it on the class notice board – if you have one):
'The school will open at 7:00 am daily from tomorrow.'
- Ask students to read the notice and discuss what it means. Ask them to discuss what time they will have to leave their homes in the morning to reach the school at 7:00 am.
- Tell students that today they are going to practise reading and following the instructions in notices or signs.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Draw a pole of traffic lights on the board. Colour them red, yellow and green.

2. Elicit from students that the drawing shows traffic lights that are red, yellow and green.
3. Ask students to guess what message each light conveys. (Red light says 'stop', yellow says 'get ready' and green says 'go').
4. Give students a minute to discuss in pairs and then allow 2 – 3 students to share their answers with the whole class.
5. Tell them that in our daily life, we come across several signs and visuals that communicate certain messages to us, just like traffic lights. It is important to understand those messages. Otherwise, we may get into trouble. Imagine what a driver will do if he doesn't understand the message of traffic lights!
6. Now, display the following picture on a chart and ask students to discuss in pairs what each sign shown in the picture means.



Activity 2:

10 minutes

1. Tell students that we also see many notices at public places that tell us to do or not to do certain things.
2. Write the following table on the board:

Public Notices	Public Places
Be quiet	at the petrol pump
Do not eat	in the cafeteria
No smoking	in the library
No running around	in the classroom
Don't throw food	in the library
No talking	in the art room

3. Divide students into pairs and ask them to match the public notices with the public places.
4. Once they are done, invite 3 – 4 pairs to share their answers with the whole class.
5. Review the meanings of the messages with the class. Ask them to share their experiences of these or any other signs they have seen anywhere.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by restating the key points of the lesson.



ASSESSMENT

5 MINUTES

1. Ask the following questions from the students.
2. What is meant by 'yellow light' in traffic signal?
3. What is meant by 'green light' in traffic signal?
4. Draw the following sign on the board and ask students to guess what it means:



HOMEWORK / FOLLOW UP

2 MINUTES

1. Search a sign or public notice from your textbook and share the instructions with the class the next day.

ALPHABETICAL ORDER, TIME, & CALENDAR



STUDENT LEARNING OUTCOMES

- Use first and second letters to arrange words in alphabetical order.
- Locate specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Locate the month and day in a calendar by reading across and down.

INFORMATION FOR TEACHERS

1. Go through the relevant activities/ exercises in the textbook before teaching this lesson.
2. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

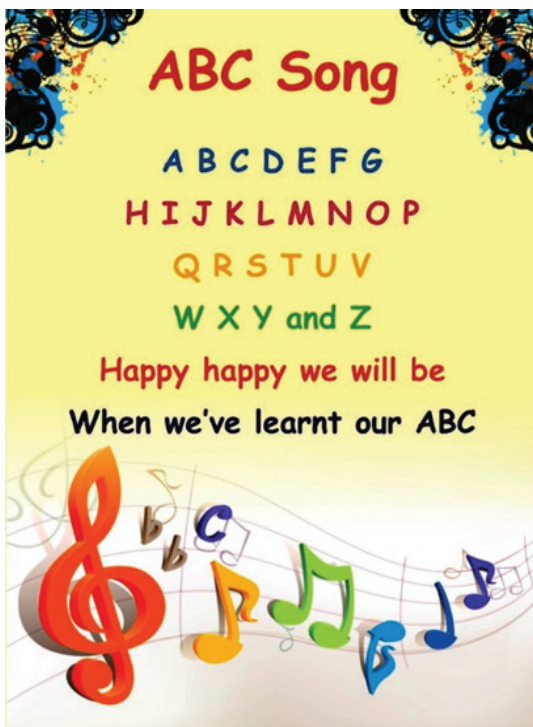
- Writing board, chalk/marker duster, a large wall clock with bold numbers, calendar, textbook, etc.



INTRODUCTION

5 MINUTES

1. Sing the alphabet song with students.



2. Tell students that today they are going to use their knowledge of the sequence of the letters of the alphabet to arrange words.



DEVELOPMENT

55 MINUTES

Activity 1:

20 Minutes

1. Tell students that they learnt their ABCs in previous classes, but the use of ABC will continue throughout their lives. Say, "By singing this song today, you've recalled the order in which letters of the alphabet are arranged. Now, we are going to use this alphabetical order to arrange words – just as they are arranged in a dictionary."
2. Explain to the students how to organize words using the sequence of the letters of the alphabet. Revise the letters of the alphabet orally and provide a chart/list of the alphabet for a recap.
3. 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.
4. 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.
5. Help them to see which letter comes first, second, and so on in the alphabet list. They may write 1, 2, 3.. on the/next to the letters. For example 1-a,2-b,3-c,4-d,5-e,6-f.
6. Using this cue, the students may come to the blackboard one by one and write the words using alphabetical order; apple, bat, cake, desk, egg, fan. Practice this activity a couple of times with each student using the blackboard.
7. Give similar practice on worksheets/ notebooks.
8. Provide another list of words in which the first letters of every word are the same but the second letters are different. Use the blackboard to introduce the activity in the same manner as above. Ask the students to look at the second letter and arrange the words in alphabetical order. The list may be dug, dig, desk, date, doll.
9. Write a few simple words on the board: **cat, dog, fan, bun, apple, girl, egg, run, pan, arm, boy, film, cup, pen, dig, rat.**
10. Ask students to work in pairs and arrange these words in alphabetical order using the first and second letters of the words. Remind them of an example of arranging words alphabetically using first and second letters.
11. Draw a table on the board as shown below and ask students to copy it in their notebooks to arrange the given words alphabetically:

First Letter	Second Letter	Word

12. Remind them that they have done this in Grade 1 as well.
13. While the pairs work, move around and assist them where needed.
14. Once they are done, review the answers with the whole class.

Activity 2:**15 Minutes**

1. Bring a clock with minute and hour hands with you and show it to the students. Tell them that the small hand is called the 'hour hand'. The bigger hand is called the 'minute hand'. Tell them clearly that we are going to read time by looking at the hour hand.



2. Keep the minute hand on twelve during this activity.
3. Tell the students that the clock has numbers from 1 to 12. Ask them if they have heard people telling time. Ask, "What time do they come to school and what time do they leave?"
4. It is 1 o'clock when the hour hand is on 1. It is 2 o'clock when the hour hand is at 2. It is 3 o'clock when the hour hand is at 3, and so on.
5. Ask the students to tell the time while keeping the hour hand on different numbers from 1 to 12.

Activity 3:**20 Minutes**

1. Draw the following calendar on the writing board (or get its photocopies or bring an actual calendar to the class):



2. Explain the concept of a calendar to the class. Show them a calendar and demonstrate how months, weeks, and days are shown in the calendar.
3. Ask students to work in pairs and find out the following information from the calendar page drawn on the board:
 - ◇ What is the first day of the week?
 - ◇ How many days are there in the last week
 - ◇ What day is June 24th?
4. As pairs work, move around and assist them where needed.
5. Review the answers as a whole group.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
2. Words in a dictionary are arranged according to the alphabetic order.



3. A clock tells us the time. It has two hands. The hour hand tells the hour and the minute hand tells the minutes.
4. Calendar helps us know about dates and days of the month.
5. Always write the date and caption on top of the page when doing the classwork or homework on a page of the notebook.



ASSESSMENT

5 MINUTES

1. Ask the students to arrange the following words in alphabetical order according to the first or second letter.
camel, letter, fan, aeroplane, monkey
sing, sale, star, setting, song
2. Divide students into two teams/groups
3. Give each team/group one 6 little chits of paper cut into circles, with numbers from 1-12 written around it (like on a clock dial).
4. Each team/group will draw the hour hand and ask the other team to guess what the time is on their clock.
5. The team/group that asks the question should also know the correct answer for them to get points.
6. Each team/group will score points for giving the correct answer.
7. Explain to the children that they should discuss with each other and only give one answer, they won't be able to change their answer.
8. Involve students in solving the exercises at end of the unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Remind students to write the date and caption on top of the page during all periods of different subjects.
3. Write the date and topic on the board for them to copy.

SHOWING POSSESSION



STUDENT LEARNING OUTCOMES

- Use of has/have to show possession.

INFORMATION FOR TEACHERS

1. Ensure to utilize familiar and useful resources in the classroom.
2. Encourage students to actively participate in the activities while explaining the concept of "has and have".
3. The teacher should also consult the textbook when and where required.



DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
2. Ask the following questions from a few students randomly.
 - ♦ How many brothers/sisters do you have?
 - ♦ How many books are there in your bag?
 - ♦ How many pencils does Ali have? (name any student from class)

Expected answers:

- ♦ I have two brothers.
 - ♦ I have one sister.
 - ♦ I have seven books.
 - ♦ Ali has two pencils.
3. Encourage students to answer the questions without any hesitation.
 4. Say that today we will learn how to use "has" and "have" to show possession.



DEVELOPMENT

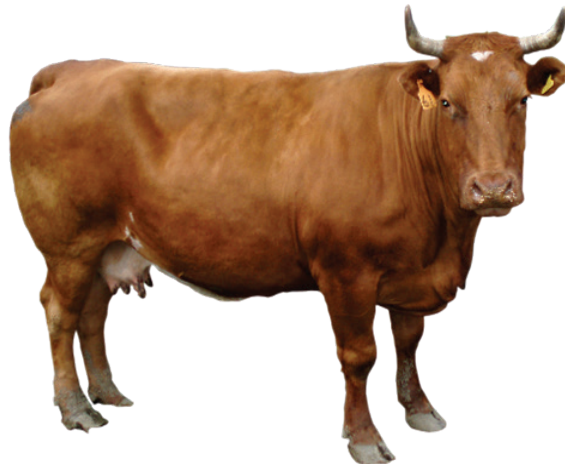
23 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Display or show a picture of a cow to the students.



2. Ask the students, what is this? (expected answer: "Cow")
3. Now describe the cow and write the following sentences on the writing board.
 - ◇ This is a cow
 - ◇ It has four legs.
 - ◇ It has a long tail.
4. Underline "has" in both the sentences:
 - ◇ It has four legs.
 - ◇ It has a long tail.
5. Now repeat this activity by using some other familiar objects e.g. rat, boy/girl, book.
6. Tell the students that "has" is used together with the pronouns he / she / it, who and singular nouns.

Activity 2:

07 Minutes

The teacher will:

1. Display the following picture on the board.



2. Now ask few students, what do you see in the picture? (expected answer: "ducks")
3. Now describe the ducks and write the following sentences on the writing board.
 - ◇ These are ducks.
 - ◇ They have brown feathers.
 - ◇ Ducks have short necks.
 - ◇ Ducks have webbed feet.
4. Now underline "have" in the sentences given below.
 - ◇ They have brown feathers.
 - ◇ Ducks have short necks.
 - ◇ Ducks have webbed feet.

5. Explain to the students that “have” is generally used alongside the pronouns I / you / we / they and plural nouns.
6. Now ask the students to open page 71 of the textbook (Edition 2018-19).
7. Read the sentences aloud and explain again the use of “has” and “have”.

Activity 3: 06 Minutes

The teacher will:

1. Ask the students to open page 72 of the textbook (Edition 2018-19).
2. Divide the class into two groups (A and B) and write the following sentences from textbook on the writing board.

Group A		
He	has two eyes	
She		
It		
Saima		

Group B		
I	have two eyes	
We		
You		
They		

3. Now invite a few students from both groups to make as many sentences as they can by using has/have in possessive form. The expected answers are:
 - ♦ He has two eyes.
 - ♦ Saima has two eyes.
 - ♦ I have two eyes.
 - ♦ You have two eyes. etc.
4. Encourage student to use the correct form to show possession.



CONCLUSION / SUM UP

2 MINUTES

The teacher will:

1. Tell the students that the use of has/have after a noun/pronoun shows possession.
2. Since he, she, it, Saima are singular names/pronouns. Therefore, we use “has” with it except I and you, we, they as they are plural, so we use “have” with it.



ASSESSMENT

3 MINUTES

The teacher will:

1. Write the following sentences from page 72 of the textbook (Edition 2018-19) on the writing board and ask few students to put “has” or “have” in the blanks.
 - ♦ A cat _____ four legs.
 - ♦ They _____ black hair.
 - ♦ We _____ many things.
 - ♦ Saima _____ a bat.



The teacher will:

1. Ask the students to turn to page 52 of the textbook (Edition 2018-19) and use the table for making sentences.
2. Make sure that students can correctly use has/have in their daily conversation.
3. Students can easily express a few simple sentences by using has/have.
4. Reinforce the concept of has/have as possession throughout the year.

DESCRIBING WORDS



STUDENT LEARNING OUTCOMES

- Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
- Recognise and classify into different categories, some simple action and naming words from pictures and the immediate surroundings e.g. animals, fruit, vegetables, parts of the body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10).
- Use textbook pictures/ picture dictionary to aid comprehension and for development of vocabulary.
- Show a series of actions in a picture by writing action words or describing words.
- Point out/name some common objects in a picture or a photograph.
- Read more naming, action and describing words and match with pictures.
- Write numbers from 1-50 in words.
- Write numbers in 10s in words.
- Write ordinal numbers 'First-Tenth' in words.
- Identify position of objects using words.
- Trace, copy and take dictation of familiar words learnt in class.

INFORMATION FOR TEACHERS

1. Describing words or adjectives are used to describe nouns. Please refer to the nouns done in Lesson Plan 7a and use adjectives with them.
2. You will have a list of adjectives prepared for this lesson. However, if students want to use other words, encourage them. For example, if a student wants to know the English word for 'mushkil', tell him/her that the word is 'hard' or 'difficult', even if these words are not in your list of describing words.
3. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 105 MINUTES/ 3 PERIODS



MATERIALS / RESOURCES REQUIRED

- White/blackboard, real objects, pictures and flash cards, textbook, etc.



INTRODUCTION

5 MINUTES

1. Brainstorm: Choose a noun that you think would interest your students and ask them to describe it to someone who has never seen it.

2. Tell them the English words if they give you a describing word in Urdu/ regional language.
3. Suggested topics for brainstorm: Food such as a mango or chicken curry, a car, the city/ town that the students live in, mother, a friend, etc.



DEVELOPMENT

90 MINUTES

Activity 1:

20 Minutes

1. Use some describing words showing quality, size and colour e.g. soft, big, and yellow.
2. Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
3. Introduce describing words with the help of real objects. For example: if you have to teach the word 'soft', bring an object which is soft. Touch the object and say 'soft'. Ask the students to touch the object one by one and say soft. If you have to teach 'big', show a big thing and indicate with your hands that it is big. Ask the students to repeat after you. If you have to teach 'yellow', bring object that are yellow. Point to the object and say 'yellow'. Ask the students to repeat after you.
4. For clear understanding of describing words, teach these words in pairs. Now bring two objects: one is 'soft' and other is 'hard' touch the soft thing and say 'soft'. Touch the hard object and say 'hard'. In the same way, teach 'big-small' and 'black-white'.
5. In the next step, say the describing word with the name of object you have brought for demonstration. For example: soft butter, hard nut.
6. Prepare a worksheet with describing words or use the textbook/teacher's resource. Help students read them to give them enough practice. Do not give too many words together especially the ones who do not have familiar spelling patterns.
7. Then ask them to read these independently.
8. Prepare a worksheet with describing words that the students have practised reading on one side and pictures showing these describing words on the other side. Ask the students to join describing words with the pictures.
9. Write a list of describing words on worksheets/notebooks. Ask students to trace these words for writing practice.
10. Give a list of describing words and pictures to the students. Ask them to write appropriate describing word under each picture.

Activity 2:

15 Minutes

Note: For this activity, ensure that only those words are chosen that the students have already practised in their speech, reading and writing.

1. Show different charts with pictures and their naming words; pictures of actions and action words; pictures and describing words.
2. Ask the students to look at the picture in every chart, tell the name, action or describing word. If the response is correct, appreciate the students; otherwise, tell them the correct naming, action or describing word. Repeat this process for all the charts and pictures. Tell the students which are naming words, which are action words and which are describing words.
3. Using the charts, ask students to form simple sentences. The sentence may make use of all three charts, such as 'The girl is reading a book', or it could be based on just two charts, such as 'The dog is jumping'.
4. Prepare a list of words having naming, action and describing words, written in a mixed up way. Prepare a worksheet having columns with the heading of 'Naming Words', 'Action Words' and 'Describing Words'. Ask the students to read the list of words, recognise the category and write in the appropriate column.
5. Show a picture in which some people or boys are doing something. It may be the picture of a park in which some boys are playing and some old people are walking. There are also

some benches and flowers in the garden. You can get such a picture from the textbook. Ask the students to look at the picture carefully and write action words or describing words for pictures.

Activity 3: 15 Minutes

1. Show a chart with ten objects with numbers in words.
2. Ask the students to count the numbers and help them read the number in words.
3. Ask the students to copy the numbers in words.
4. Ask the students to learn the spellings by noticing the sounds and write the numbers in words.
5. Show pictures with different number of objects; ask students to write correct numbers in words.
6. In the same way, ask the students to write numbers up to 50 in words.

Activity 4: 15 Minutes

1. Show a chart with five groups of ten things in each. With ten, twenty, thirty, forty, fifty written under them.
2. Encourage the students to use describing words and naming words to describe the objects in this picture, for example 10 yellow ducks, or 20 tall trees, etc.
3. Ask the students to copy the numbers in words.

Activity 5: 15 Minutes

4. Show a chart with the picture of a race among ten boys. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will be written under them.
5. Ask the students to copy ordinal numbers in words.
6. Ask the students to learn the spelling and write the ordinal numbers in words.

Activity 6: 10 Minutes

1. Show a chart with the picture of a race among ten animals. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will not be written under them. (A teacher can draw any picture to achieve the objective)



2. Ask the students to identify the position and write ordinal numbers in words under each picture.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Ask students to look around the classroom and using describing words tell what they see. They may say, 'Sir/Madam is standing', 'My desk is clean'. 'Uzma is talking'.
2. Start using pronouns to connect this lesson to the next. For example, give them commands during this activity, such as 'Look at Sami, Can you tell what he is doing?', etc.
3. Encourage them to use naming action and describing words for this activity, but don't insist that they should use all three in the same sentence, unless they themselves want to do so.



ASSESSMENT

5 MINUTES

The teacher will:

1. Help students learn spellings of new words and then give a dictation.



2. Repeat the above activities to assess student progress.
3. Spend more time on concepts in which students are making more errors.
4. Teacher is also required to involve the student in solving the exercise at end of the unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to point out to students the use of naming, action and describing words. For example, when they are eating their lunch or snacks, ask them what their food is like? Is it tasty? Is it sweet or spicy?



Month

6

USING POLITE EXPRESSIONS TO SEEK ATTENTION



STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in a group to:
 - ◊ to take turns
 - ◊ use polite expressions to seek attention

INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention politely. Examples are given below:
 - ◊ Excuse me! May I talk to you?
 - ◊ Excuse me! Do you have some time?
 - ◊ Excuse me! May I take a minute of your time?
2. Help students understand that "Excuse me" is what we say when we would like the attention of another person. We can say, "Excuse me" when we want to talk to another person. When we use "Excuse me" we wait for the other person to look at us, move, or speak to us. Sometimes people are busy and we may have to wait our turn.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD.



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write the following expressions on the writing board:
 - ◊ "Get out of the way."
 - ◊ "Excuse me."
2. Say: "You want to enter into the staff room to talk to your teacher, but somebody is standing in the way. Which of these expressions would you use to ask them to move out of the way, so you can walk by?"
3. Have students discuss in pairs and decide their answer.
4. Ask 3 – 4 students to share their responses.
5. Say: 'Excuse me is a phrase that is used in many situations. It is very rude to tell someone to, "Get out of the way." Instead, say, "Excuse me" as a polite way to ask someone to move out of the way, so you can walk by.'
6. Say: "If you want to get someone's attention, you can say, "Excuse me." Write the following examples on the board:

- ◇ Excuse me, but I do not understand.
 - ◇ Excuse me, can you repeat it?
 - ◇ Excuse me, I have a question.
7. Ask them to think about how they get a teacher's attention in the classroom. Allow 2 – 3 students to respond. Conclude the activity by saying: 'You can say 'excuse me' or add it at the start of a request to politely seek someone's attention. Just as in a classroom, you can raise your hand and say, "Excuse me" to get your teacher's attention.'



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell the students that if they want to get somebody's attention they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Review the following with the whole class:
Use "Excuse me" or "Sorry" to get someone's attention
 You can use either "Excuse me" or "Sorry" to politely get someone's attention. See the following examples:
 - ◇ Excuse me, do you know where the library is?
 - ◇ Sorry, do you have an extra pencil?
 When speaking to strangers, "Excuse me" is much more common.
3. Practise the use of "Excuse me" and "Sorry" with the class with a few more example sentences/ situations.
4. Say: "Now that we have learned the polite expressions to use to seek someone's attention, let's practice using these expressions during the next activity."

Activity 2:

10 Minutes

1. Tell students that they are going to do a role play in a given situation to practice using polite expressions to seek attention.
2. Ask students to work in pairs.
3. Write the following scenarios on the writing board and assign each pair one scenario distributing in a sequence.
4. Give them time to prepare and practice, then present their skits for the class.
 - ◇ You want someone to take a side so that you could drink water from the water cooler/ dispenser.
 - ◇ You need to show your homework to your teacher, but he/ she is busy reading a book.
 - ◇ You have to sit at your desk but two teachers are having a conversation near it.
 - ◇ You have to ask a question during a lesson, but the teacher is talking to other students.
 - ◇ You want to express your opinion during a discussion but others are continuously talking.
5. Once the pairs have practiced well, invite one pair for each scenario to present their skit for the class.
6. Appreciate students for their hard work.



CONCLUSION / SUM UP

3 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.
2. Tell students that they should practise using the following polite expressions in their

routine interactions with others: 1) Excuse me, 2) Sorry, 3) Please, and 4) Thank you! These expressions are also called the 'magic words.'



ASSESSMENT

5 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of the unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the student to practice using the expressions they have learnt, with their friends, class fellows, school fellows, and family members.

SYLLABLES



STUDENT LEARNING OUTCOMES

- Recognise words with one or more syllables.
- Pronounce simple one or two-syllable words.

INFORMATION FOR TEACHERS

1. A part of the word produced with the single pulse of the tongue is called a syllable.
2. A word can have one, two, three, or more syllables. 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
3. Dividing words into syllables is one of the most powerful decoding strategies.
4. To help students recognise words with one or more syllables, it is important to teach them how to count syllables in a word.
5. An important first step in dividing up a word into its syllables is knowing how many syllables the word has.
6. You may already know that 1 vowel sound = 1 syllable. If a word has 3 vowel sounds, for example, then it has 3 syllables.
7. Help students notice that it's vowel sounds, not vowel letters. The word "cupcake," for example, has 3 vowel letters. But the 'e' is silent. It only has two syllables because the vowel sounds we hear are the short /u/ and the long /a/, 2 total vowel sounds.
8. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD.



MATERIALS / RESOURCES REQUIRED

- Writing board, markers of different colours (e.g., red, blue, black, and green), charts, colour pencils, textbooks, etc.



INTRODUCTION

5 MINUTES

1. Ask students to pronounce the following words loudly:
 - ◊ Peshawar
 - ◊ Naran

- ◇ Table
 - ◇ Bun
 - ◇ Teacher
2. Next, ask them to pronounce the words again and try to feel how many parts each word has. Tell them to put their fist under their chin. While saying a word, if their chin moves only once, the word has one syllable; if it moves twice, the word has two syllables, and so on. Demonstrate it with a few examples.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing board. Use different colour markers/ pieces of chalk for syllables, e.g., write 1st syllable of a word in blue colour, second syllable in green colour, and 3rd in red colour.
2. cup, turtle, complex, tomato, computer, beautiful
3. Write the following words on the board:

sunset	bathtub	bin
water	heater	nest
compass	duster	hen
rat	spider	window

4. Divide the class into pairs and ask them to read the words and find out how many syllables each word has.
5. While the pairs work, move around and assist them where needed.
6. Review answers with the whole class.

Activity 2:

10 Minutes

1. Think of a simple word your students would know (for example: apple, fork, baby).
2. Introduce the game to students by saying something like: "let's play a word game. I am thinking of the word 'apple'. We are going to clap the number of syllables the word 'apple' has."
3. Show them how to clap one time as you say each syllable: /ap/ (clap) /ple/ (clap).
4. Now try it with words with different numbers of syllables. Examples:
5. • One syllable words: fork, knife, spoon, car, straw, door
6. • Two syllable words: table, baby, cracker, napkin, pizza
7. • Three syllable words: banana, strawberry, computer



CONCLUSION / SUM UP

3 MINUTES

1. Review the following key points of the lesson with the whole class:
 - ◇ 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 we can identify syllables by clapping the 'beats' in words.

**ASSESSMENT**

5 MINUTES

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

ap	sult	
re	by	
ba	cil	
pen	ple	

2. Tell students that someone has broken these words. Ask them to match the syllables and write complete words in the last column.
3. Randomly check students' work to assess their understanding.
4. In the end, review the answers with the whole class. Ask a few students to pronounce the words loudly.

**HOMEWORK / FOLLOW UP**

2 MINUTES

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

PANTOMIME



STUDENT LEARNING OUTCOMES

- Respond to the text (post-reading) to express understanding of the poem through pantomime and role play.

INFORMATION FOR TEACHERS

- Roleplay is the act of imitating the character and behaviour of someone else.
- A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
- 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, chart, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask the following questions from the students:
 - Do you like role play?
 - Do you know what a pantomime is?
- Get their responses and tell them that role play means acting out as somebody else, and pantomime is a technique of conveying emotions, actions, and feelings, by gestures without speech.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Paste the chart of the following poem in front of the students:

The itsy bitsy spider climbed up the waterspout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
And the itsy bitsy spider climbed up the spout again.
- Read the poem aloud.

3. Ask the following questions before, during, and after the reading:
 - ◇ Have you ever seen a spider? (before reading)
 - ◇ What are the meanings of waterspout and climbed? (during reading)
 - ◇ What is this poem about? (after reading)

Activity 2: 10 Minutes

1. Divide the class into four groups.
2. Ask each group to prepare the poem.
3. Ask each group to express their understanding of the poem through pantomime.
4. Appreciate the group which showed better performance.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
2. A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gestures without speech.



ASSESSMENT

5 MINUTES

1. Write the following poem on the writing board:

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are.
2. Ask students to work in pairs to present the poem through pantomime.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell the students to prepare a poem from the textbook and present it through pantomime the next day.

UNDERSTANDING ALPHABETICAL ORDER AND TELLING THE TIME



STUDENT LEARNING OUTCOMES

- Use first and second letters to arrange words in alphabetical order.
- Locate: Specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Write date and captions on page top.

INFORMATION FOR TEACHERS

1. Roleplay is the act of imitating the character and behaviour of someone else.
2. A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
3. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

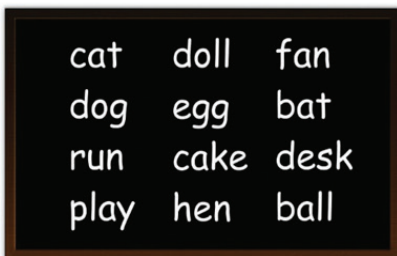
- Board, chalk/marker duster, a large wall clock with bold numbers.



INTRODUCTION

5 MINUTES

1. Write 4 short words on the board: cat, dog, run, play.



2. Ask students to arrange them in alphabetical order.
3. Remind them that they have done this in Grade 1.



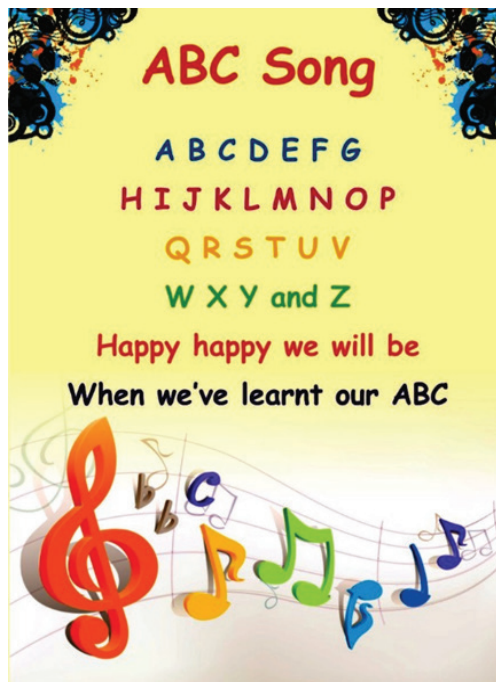
DEVELOPMENT

45 MINUTES

Activity 1:

10 Minutes

1. Ask the students to sing the alphabet song.



Activity 2:

15 Minutes

1. Explain to the students how to organize words using the sequence of the letters of the alphabet. Revise the letters of alphabet orally and provide a 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 them to see which letter comes first, second and so on in the alphabet list. They may write 1, 2, 3.. on the/next to the letters. For example 1-a,2-b,3-c,4-d,5-e,6-f.
5. Using this cue, the students may come to the blackboard one by one and write the words using the alphabetical order; apple, bat, cake, desk, egg, fan. Practice this activity a couple of times with each student using the blackboard.
6. Give similar practice on worksheets/ notebooks.
7. Provide another list of words in which first letters of every word are same but the second letters are different. Use the blackboard to introduce the activity in the same manner as above. Ask the students to look at the second letter and arrange the words in alphabetical order. The list may be dug, dig, desk, date, doll.
8. Repeat activity on worksheet/ notebook.

Activity 3:

10 Minutes

1. Bring a clock having minute and hour hands with you and show it to the students. Tell the students that the small hand is called the 'hour hand'. The bigger hand is called 'minute hand'. Tell them clearly that we are going to read time by looking at the hour hand.



2. Keep the minute hand on twelve during this activity.

3. Tell the students that the clock has numbers from 1 to 12. Ask them if they have heard people telling time: What time do they come to school and what time do they leave?
4. It is 1 o'clock when the hour hand is on 1. It is 2 o'clock when the hour hand is at 2. It is 3 o'clock when the hour hand is at 3, and so on.
5. Ask the students to tell the time while keeping the hour hand on different numbers from 1 to 12.

Activity 4: 10 Minutes

1. Show a chart with the correct place of date and captions on page top.
2. Ask the students to copy date and captions on page top.
3. Ask the students to write date and captions on page top every day.



CONCLUSION / SUM UP

10 MINUTES

Activity 1: 5 Minutes

1. Letters of the alphabet are arranged according the first or second letters.



2. A clock tells us the time. It has two hands. The hour hand tells the hour and the minute hand tells the minutes.
3. Always write date and caption on top of the page when doing the work page of the notebook.

Activity 2: 5 Minutes

1. Divide students into two teams/groups
2. Give each team/group one 6 little chits of paper cut into circles, with numbers from 1-12 written around it (like on a clock dial).
3. Each team/group will draw the hour hand and ask the other team to guess what the time is on their clock.
4. The team/group which asks the question should also know the correct answer for them to get points.
5. Each team/group will score points for giving the correct answer.
6. Explain to the children that they should discuss with each other and only give one answer, they won't be able to change their answer.



ASSESSMENT

7 MINUTES

1. Ask the students to arrange the following words in alphabetical order according to first or second letter.
 - ◇ camel, letter, fun, aeroplane, monkey
 - ◇ sing, sale, star, setting, song

2. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Remind students to write the date and caption on top during periods other than English.
2. Write the date and topic on the board for them to copy.

DIGRAPHS AND TRIGRAPHS



STUDENT LEARNING OUTCOMES

- Pronounce some common digraphs and trigraphs in initial and final position.
- Brainstorm to gather ideas for various activities/ tasks.

INFORMATION FOR TEACHERS

1. Make students participate in class activities.
2. Teach how to take turns.
3. Students are learning a new and complex concept in this lesson. Make their learning stronger through lots of repetition.
4. For the brainstorming activity, encourage responses from students instead of telling them everything.
5. Allow all of them to think and give opinions and ideas whether it is a story, poem or general talk on a familiar topic. Respect what they say.
6. Guide students to take turns and not to interrupt each other. Instruct them to raise their hands and wait to be called on by you.



7. Model a respectful attitude towards students, so they also learn to listen to each other without making fun of their class fellows.
8. Praise students for participating, do not correct their responses at this stage.
9. The success of this activity depends on the classroom atmosphere you are able to create. Remember to encourage their participation by giving positive feedback.
10. Teach students to listen without making fun of each other.
11. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.



DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Board, chalk/marker duster, a large wall clock with bold numbers, textbook, etc.



INTRODUCTION

5 MINUTES

1. Give a short colour-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two letters of the alphabet and create a third sound.
2. Then say 'c' and 'h' make the 'ch' sound.
3. Ask them to repeat the last point.



DEVELOPMENT

55 MINUTES

Activity 1:

20 Minutes

1. Introduce a digraph, for example 'ch'.
2. Ask them to brainstorm: what words begin with the 'ch' sound. If they feel stuck, give them hints, like what foods start with 'ch' (chocolate, chips, cheese), or which country starts with 'ch' (China).



3. Make pictures/use cutouts of pictures of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters. _ _ a i r _ _ ip
4. You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don't have to copy the drawings unless they want to copy one or two of them).

Activity 2:

20 minutes

1. Repeat these reading and writing activities as the students' vocabulary increases stay within the recommended word list/graded vocabulary for this level).

Activity 3:

15 minutes

1. Make similar activities for other digraphs and for trigraphs in initial and final positions.
2. Each time you introduce a new word blend, revise all the ones done previously.



CONCLUSION / SUM UP

3 MINUTES

1. Divide students in two teams/groups and give them a quiz.
2. Give names to the teams/groups that the students will like, or ask them to suggest names for their teams, such as The Tigers, or Apple Team, etc.
3. Make them listen to different sounds and ask which letters form the digraph or trigraph,

are used for that sound.



ASSESSMENT

5 MINUTES

1. Utter the sound of a digraph or trigraph and ask students to name words with that sound.
2. Utter a sound and ask students to name the alphabets that make that sound.
3. Involve the students in solving in the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to point out to students the words that begin with the digraphs/trigraphs that they have already covered in class.
2. Ask students to make a note of a word that they hear at home, or on T.V etc. In which a digraph or trigraph is used. Encourage them to share that word in class.

NAMES OF PEOPLE, PETS, AND PLACES



STUDENT LEARNING OUTCOMES

- Recognise more particular names of people, pets, and places.

INFORMATION FOR TEACHERS

- Names of people, places, animals, and objects are called naming words.
- Derive the concept of naming words from students by asking questions.
- Use real-life objects (realia) or pictures to help students learn the naming words.
- 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, paper scale, scissors, objects of the classroom, textbook, etc.



INTRODUCTION

5 MINUTES

- Remind students of the previous lessons about naming words.
- Review the definition of naming words. Differentiate between general and particular naming words.
- Take a bag full of models of different pets to the classroom.
- Take out a model, show it to students, and ask them to name it.
- Ask students about various names used for places, persons, animals, and objects.
- Tell them that today they are going to practise a few more particular names of persons, places, and pets.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make four columns on the writing board. Name each column with the word, person, place, animal, and object as shown below:

Person	Place	Animal	Object

- Write the following words randomly on the writing board:

- Principal, Village, Peshawar, Khalid, Mosque, Elephant, Pen, Sparrow, Table, Doctor, Lion, Apple
- Ask students to copy the table in their notebooks.
- Next, ask them to put those naming words into appropriate columns drawn on the writing board.
- Once they are done, review the answers as a whole group.
- Explain to students that the words mentioned in the columns are particular names of persons, places, animals, and things.

Activity 2: 10 Minutes

- Write the following paragraph from the textbook page # 64 and then ask students to find out the name of persons and places and write them in two columns in their notebooks.
'My uncle and aunt live in Karachi. My aunt is a nice lady. Her name is Kulsoom Khanum. My uncle is a cheerful person. His name is Mirza Zahir Baig. They have two daughters and a son. Their names are Hira, Sidra, and Asif. They are my friends. They often bring gifts for our grandfather and grandmother in Peshawar.'
- Review the answers with the whole class.



CONCLUSION / SUM UP

3 MINUTES

- Review more examples of the names of particular persons, places, pets, and things with the whole class.



ASSESSMENT

5 MINUTES

- Draw columns on the writing board as shown below:

Person	Place	Things

- Ask students to put the following words into relevant columns:
 - Ahmad, Cat, Sharpener, Arif, Fridge, Dog.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to search and write five particular names for each category i.e., person, place, and pet from their textbooks as homework.

TABLES AND CHARTS



STUDENT LEARNING OUTCOMES

- Read the tables and charts in the classroom.

INFORMATION FOR TEACHERS

- Concepts of print need to be expanded to include graphics, with instruction in how to read and analyse graphical devices such as diagrams, timelines, charts, and tables.
- The timetable shows the division of time for each subject and the sequence of periods.
- Charts give very useful information to students in the classroom about different topics.
- Tables of different types can aid students' learning of several important concepts as they present the information in a quick and organised manner.
- 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/ chalk, timetables of different classes, informative charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:-
- Which period is this?
- Expected Answer: First, second, third, etc.
- Which document in the classroom tells about periods of different subjects?
- Expected Answer: timetable
- Where do you write the timetable?
- Expected Answer: on a chart
- Ask students to work in small groups and quickly fill in the timetable for their class:

Class Timetable - Grade _____

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Period 6					
Period 7					
Period 8					

Our Break Times + Special Instructions

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

1. Tell students that information presented in graphical form is quick and easy to understand.
2. Display the following image on a chart:

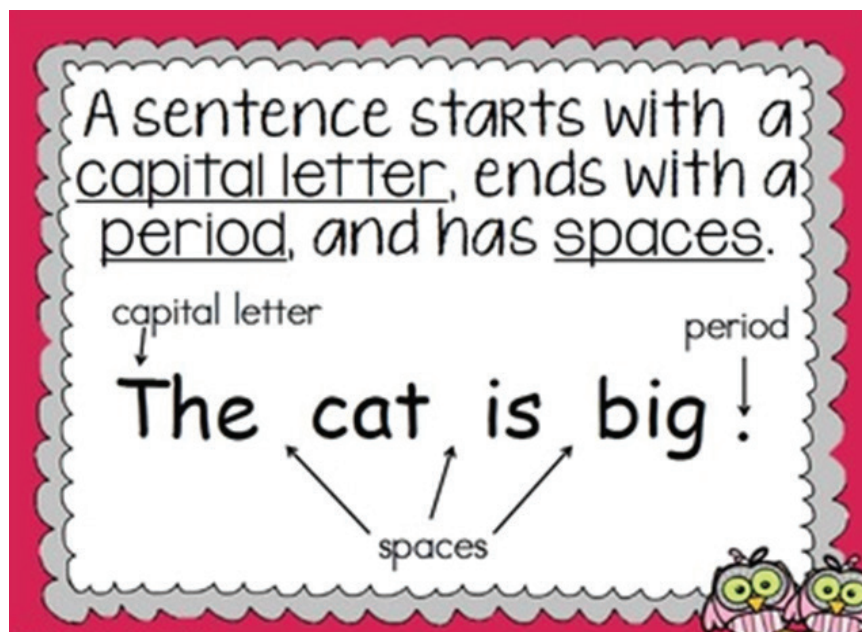


Yet some germs do slip in every once in a while.
Your friend has a cold. She sneezes. Germs fly out. You
breathe the air. Some of her germs may get into your lungs.

3. Ask students to read the text given below it and explain the message it conveys.
4. Next, display a chart of fruits to the class.
5. Ask students randomly to tell the names of the fruits shown on the chart.
6. Point to each object while asking its name.
7. Divide the class into pairs.
8. Ask pairs to write names of five fruits they like from the chart.
9. Tell two or three pairs to share their work with the whole class.

Activity 2:**10 minutes**

1. Display the following chart at the front of the class.
2. Ask students to read it in pairs.
3. Tell them to discuss the message it is conveying.
4. Ask them to make a new sentence to replace the example sentence given in this chart.
5. Once they are done, invite 3 – 4 pairs to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
2. Tables present information in a short and organised manner. They help us read a message quickly.
3. Charts give very useful information to students in the classroom about different topics.



ASSESSMENT

5 MINUTES

- ◇ Paste a blank chart on the writing board.
- ◇ Invite five students to come up and write their names and roll numbers on the chart.
- ◇ Invite five more students to read the names and roll numbers from the chart.
- ◇ Template

Students Name	Roll Numbers



HOMEWORK / FOLLOW UP

2 MINUTES

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

Month

7

USE OF BODY LANGUAGE FOR COMMUNICATION



STUDENT LEARNING OUTCOMES

- Express likes.
- Express feelings.
- Express enjoyment while playing.
- Use appropriate body language for different communicative functions.
- Exchange basic routine greetings.
- Articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings.
- Introduce themselves and others.
- Introduce self and talk about family.

INFORMATION FOR TEACHERS

1. Oral communication has two parts: The use of language and interpersonal skills.
2. 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, they will then have the courage to express themselves in class.
3. Provide phrases for students to learn, practise and reproduce appropriately while teaching them greetings and courtesies. However, give them multiple options, for example the response to 'How are you?' may be 'I am fine', or 'Great', or 'I am good', 'Super!'
4. Create opportunities for students to have real conversations with each other, not just role plays in class. This will help developing interpersonal skills.
5. Since these are not tasks that will be done once only, we are calling them 'routines' and not 'activities'.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



MATERIALS / RESOURCES REQUIRED

- White/blackboard, chalk / marker, duster, textbook, etc,



INTRODUCTION

5 MINUTES

1. The teacher will announce to the class that they are going to do some real language work, and speak English like grown-ups. (Or say something else that makes them feel that they are doing something very important and special).

**Activity 1: 10 Minutes**

1. Prepare a chart for the wall. All along the edges of the chart, draw round faces with different expressions: happy, sad, angry, lazy, shy, surprised.
2. Ask students to write their names near the face that describes their feeling that day.
3. Ask students to tell why they are feeling happy.
4. Ensure that students listen to each other with respect.

Activity 2: 10 Minutes

1. Greet students every morning with a lively tone. Say Salam as well as Good Morning.



2. Make eye contact with them when you do this, and encourage them to look at you directly when they reply.
3. Tell them that when you talk to someone, it is polite to give them attention and make eye contact.
4. Ask them 'How are you?', and teach them to ask you the same question.
5. Get different responses to 'How are you?' such as 'I am great!', 'I am fine, thank you', 'I am good', etc.
6. Tell students that they can respond to 'How are you?' with the above phrases in a formal situation, and they can also respond with what they did in Routine 1. For example they may say 'I am feeling lazy today' or 'I am very happy this morning'.

Activity 3: 10 Minutes

1. Ask students about departure/farewell greetings.
2. Ask them if they said Good bye or Allah Hafiz, or any other parting greeting to their family as they left the house?
3. Model saying Bye or Khuda Hafiz at the end of the day or at the end of the class. Say it cheerfully while making eye contact with the students.
4. Tell students how they should greet someone when they visit their home.
5. Teach them to shake hands firmly while greeting someone. Tell them to shake hands with each other and then you shake hands with them to see that their grip is firm.
6. Invite students to brainstorm (only the first time you do this routine) about what else you can say when you go to meet someone. Such as you have a very nice house, your garden is pretty, you are looking very nice, etc.
7. Tell students what they should say when saying good bye to a guest: Thank you for coming.

8. Ask them what they say to their family right before they go to sleep: Good night or Shab-e- Bakhair.

Activity 4: 10 Minutes

1. Brainstorm on a different topics each time you do this routine.
2. The topics may be food, seasons, games, cartoons, school subjects, colours, etc.
3. Introduce the activity. (Today we will talk about the foods that we like).
4. Ask students to name some foods they like.
5. If one child says, I like rice, ask the others if they like it too.
6. Help them to make responses such as 'I don't like it', or 'I like it a little', or 'Yes, I really like it' or 'I like it but not as much as I like chicken Karahi'.
7. Repeat it with a different topic every week.
8. Note: Encourage students to make individual responses, giving them the vocabulary they need as they go along. Don't give them a list of sentences or ask them to limit their responses to those fixed responses.

Activity 5: 15 Minutes

1. Tell them that when we meet someone new we introduce ourselves, just like a new letter of the alphabet or activity is introduced.



2. Through role play, practise some introductions (Greeting, My name is..., I am).
3. Discuss with students how we have different roles in life. Tell them how you are a teacher, and a parent, and a sister/brother, etc.
4. Tell students that while the greeting and your name remain the same, the third line changes with the situation.
5. Give them a different situation each week and ask them to introduce themselves through role play.
6. For example, you are playing cricket in the street. Your ball went into your neighbour's house by mistake. How will you introduce yourself to the lady who lives there?
7. "Assalam-o-Alaikum. My name is Ali, I am your neighbour from House number 43."
Or
8. If you go to the tailor to pick your mother's clothes, how will you introduce yourself?
9. "Salam Alaikum, I am Tina. I am Mrs. Habib's daughter."
Or
10. If there is a new child in your class, how will you introduce yourself?
11. "Hello, my name is Nadia. What is your name?"
 - ◊ Note: If you give situations to the students that are familiar they will be interested to learn and will also be able to apply their learning to their lives.
12. Building on the last activity, encourage students to talk about their family.
13. Give them sentences to complete: 'I live with my...' And each child can answer it. Other

sentences for students to complete could be 'I have..' and they can mention the number of brothers and sisters they have.



CONCLUSION / SUM UP

3 MINUTES

1.



ASSESSMENT

5 MINUTES

1. These are ongoing routines. There will be repetition so that every child is able to learn these skills.
2. Ask the student to make drawing according to the words written on cards such as happy, sad, surprise etc.
3. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Encourage the students to use these skills at home, and to report about it in class.

PRONUNCIATION OF FINAL /s/



STUDENT LEARNING OUTCOMES

- Differentiate between the words ending with /s/ , /z/ , /iz/ sounds in plural form of words.

INFORMATION FOR TEACHERS

- The following information is meant to enhance the teacher's background knowledge about the topic. While teaching the lesson, the teacher should not use the technical jargon given below.
 - ◊ The pronunciation of the final 's' in plural words and verbs in the third person depends on the final consonant sound before that 's'.
 - ◊ The ending is pronounced /s/ after a voiceless sound (a sound that does not cause a feeling of vibration in the throat), it is pronounced /z/ after a voiced sound (a sound that causes a feeling of vibration in the throat) and is pronounced /iz/ after a sibilant sound (a hissing or buzzing sound):

Voiceless: helps, sits, looks

Voiced: crabs, words, gloves

Sibilant: buses, bridges, wishes

The /iz/ sound (or /əz/ sound)

- ◊ If the last consonant sound of the word is a sibilant sound (a hissing or buzzing sound), the final S is pronounced as /iz/. This /iz/ sound is pronounced like an extra syllable. (e.g. the word buses has two syllables)
- ◊ If the sound has a J sound (/dʒ/ like the letter J at the beginning of the word jacket or /ʒ/ like the S in pleasure), then the final S is also pronounced as /iz/. Examples of words ending in the /iz/ sound:
 - ◊ C: races (sounds like "race-iz"), spaces, laces
 - ◊ S: pauses, nurses, buses, rises
 - ◊ X: fixes, boxes, prefixes, suffixes
 - ◊ Z: freezes, prizes, quizzes
 - ◊ SS: hisses, misses, passes, bosses
 - ◊ CH: churches, sandwiches, witches, teaches
 - ◊ SH: dishes, wishes, pushes, crashes
 - ◊ GE: garages, changes, ages, judges
- ◊ Remember: after verbs ending in -sh, -ch, -ss and -x, we add the -es to the end of the verb (in the third person) and the pronunciation is /iz/ as an extra syllable.

The /s/ sound

- ◊ If the last consonant of the word is voiceless, then the S is pronounced as /s/. Be careful not to create an extra syllable. Examples of words ending in the /s/ sound:
 - ◊ P: cups, stops, sleeps
 - ◊ T: hats, students, hits, writes
 - ◊ K: cooks, books, drinks, walks
 - ◊ F: cliffs, sniffs, laughs, graphs (the -gh and -ph here are pronounced like /f/)
 - ◊ TH: myths, tablecloths, months (voiceless th)

The /z/ sound

- ◇ If the last letter of the words ends in a voiced consonant, then the S is pronounced like a Z /z/ (without creating another syllable). This Z sound is similar to the sound a bee makes /zzzz/.

- ◇ We also use this ending for plurals or third-person singular verbs when the word ends in a vowel sound (e.g. bees, sees, etc.)

Examples of words ending in the /z/ sound:

- ◇ B: crabs, rubs
- ◇ D: cards, words, rides, ends
- ◇ G: rugs, bags, begs
- ◇ L: deals calls, falls, hills
- ◇ M: plums, dreams
- ◇ N: fans, drains, runs, pens
- ◇ NG: kings, belongs, sings
- ◇ R: wears, cures
- ◇ V: gloves, wives, shelves, drives
- ◇ Y: plays, boys, says,
- ◇ THE: clothes, bathes, breathes
- ◇ VOWEL SOUNDS: sees, fleas



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write the following words on the board in columns as shown below:

Singular	Plural
cup	
cat	
bed	
song	
rose	
bus	

2. Divide the class into pairs. Ask them to read the singular nouns given in the left-hand column and think of their plural forms.
3. After a minute, allow students to share their responses. Write correct responses in the right-hand column and ask students to pronounce them loudly.
4. Next, ask students to pronounce the plural words once more and try to feel the difference in the pronunciation of their last sound (final sound).
5. Once they have practiced, invite a few students to share their responses with the whole

class.

6. Tell students that today they are going to learn the pronunciation of final 's' in plural nouns.



DEVELOPMENT

20 MINUTES

Activity 1:

10 minutes

1. Review the concepts of plural nouns and third-person singular verbs with the class. Share examples for the three sounds of final 's' like mat/ mats, head/ heads, and church/ churches. Also, tell students that when we use the third person singular verb in the present simple tense, it takes an 's' or 'es' with the base form of the verb, e.g., talk/ talks, tell/ tells, and push/ pushes.
2. Tell students that the final 's' (in plural forms and third-person singular verbs) has three different ending sounds, depending on the consonant before the final 's'.
3. Ask students to look at the singular and plural forms of nouns they just practised during the warm-up activity. Help them recall the difference in pronunciation of the last sound of each word. Add the sounds to the table as shown below. Highlight the sounds and ask students to pronounce the words again.

Singular	Plural	Sound of Final 's'
cup	cups	/s/
cat	cats	
bed	beds	/z/
song	songs	
rose	roses	/iz/
bus	buses	

4. Next, practise the following words with /s/, /z/, /iz/ sounds with the whole class:

Words ending with /s/	Words ending with /z/	Words ending with /iz/
cups	tables	wishes
plates	chairs	boxes
forks	bags	suitcases
kites	doctors	nurses
lamps	potatoes	toothbrushes
plants	jugs	villages
parks	eggs	bushes

Activity 2:

10 Minutes

1. Divide the class into small groups.
2. Ask them to scan any two units of their English textbook quickly and find out the words with three different sounds of the final 's'. Tell them to write the words in three lists as shown below:

Words ending with /s/	Words ending with /z/	Words ending with /iz/

3. Once they have completed the task, ask them to compare their lists with those of another group.

- Next, invite 2 – 3 groups to share their lists with the whole class. Ask the class to give feedback and suggest corrections if a word is in the wrong list.
- Appreciate students for their active participation in the lesson.



CONCLUSION / SUM UP

3 MINUTES

- Review the key points of the lesson using the 'Information for Teachers'.



ASSESSMENT

5 MINUTES

- Select a few plural nouns from the examples given in the 'Information for Teachers' section. Say a word and ask students to identify the sound of the final 's'.
- Next, write the following words on the board in columns as shown below:

Verb	Verb form with 'he/ she/ it/ or singular noun' in present simple tense
speak	He..... English.
help	She.....the poor.
read	Salma.....storybooks.
rain	It.....a lot in London.
push	He always..... the door open.
mix	A mixer.....different items.

- Ask students to read each sentence and then think of the correct form of the verb to fill in the blanks.
- After a couple of minutes, invite a few students to share their answers. Using correct responses, fill the blanks on the board.



HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to scan a textbook unit of their choice, find out plural nouns ending with 's', and place them in the right column with /s/, /z/, /iz/ sounds.

TITLE AND TABLE OF CONTENTS



STUDENT LEARNING OUTCOMES

- Identify the title and table of contents of a book.

INFORMATION FOR TEACHERS

- Before teaching this lesson, teachers should familiarise themselves with the following information about parts of a book (this is background information for teachers and is not meant to be shared in this form with students – teachers should share only simple and easy information about title and table of contents).
- Though most books will not contain all of these sections, provided below are elements most commonly found in the front matter of books:
- Half-title page: a page at the front of the book block that contains only the book's title. Usually, this is the first page you'll see when you open the book and is mostly blank save for the title.
 - Title page: a page that contains the book's full title, including subtitles, and the author's name.
 - Copyright page: a page that contains the book's copyright notice. Also known as the colophon, the copyright page includes the year of publication, copyrights, edition dates, and notes on typefaces used in the book. The colophon will also generally contain the publisher's address, ISBN (International Standard Book Number), and information about the printer and translations.
 - Dedication page: an optional page in which the author may list the person or persons to whom the book is dedicated.
 - Table of contents: Generally found in nonfiction books, the table of contents (or contents page) is used to delineate chapter titles and subheadings.
 - List of illustrations or tables: When books contain illustrations or tables that provide context or information for the book, there will be a separate page that contains a list of all the illustrations or tables used and where they appear in the book.
 - Foreword: a page containing an introduction to the book written by someone other than the book's author. Forewords are usually found in nonfiction works.
 - Preface: a page in which the book's author provides additional context for the book, whether it's the source of the book's inspiration or notes on the creation of the book.
 - Acknowledgements: a list of people or organizations that were helpful or inspiring during the course of the book's writing. Sometimes acknowledgements are included in the preface, though they also might appear in the back matter.
 - The contents page (table of contents) is a crucial aspect of any book. It tells the reader what to expect – how many chapters there are, what the sections of the book look like, how long it is, and what pages they can find certain topics on.
 - A table of content is also a snapshot of the headings and page numbers in a document.
 - Titles of the chapters/lessons are also mentioned in the table of contents.
 - While teaching this lesson, the teacher should demonstrate the concepts of title and table of contents using the textbooks of different subjects and classes.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, sticky notes, textbooks of different subjects and grades, a few fiction and non-fiction books, etc.



INTRODUCTION

5 MINUTES

1. Tell students they will be learning about different parts of a book, especially title and table of contents. Then, ask students if anyone already knows any parts of a book and what they are. Write the following book parts on the front board:
 - ◇ Parts of a book:
 - ◇ Front cover
 - ◇ Title
 - ◇ Author
 - ◇ Illustrator
 - ◇ Table of Contents
 - ◇ Pages
 - ◇ Back cover
2. Review the definitions of these parts of a book with the whole class (simplify the definitions given in the information for teachers).



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Prepare a chart for the wall. All along the edges of the chart, draw round faces with To begin, take out any book that students are familiar with, and hold it up for the students to see.
2. Go through the book and point out all the different parts of the book. Beforehand, write each part of a book on sticky notes that you can attach to the book as you are explaining them to the students.
3. As you go through each part of the book and label it, be sure to explain why each part is important. For example, the author writes the words while the illustrator brings the story life. Ask students why they think each component is important before you explain your reasoning.
4. Next, pair students together and give them one set of sticky notes that are labelled with the parts of a book. Ask them to take out a textbook from their bags, e.g., English, maths, or science textbook. Have students work together to label the book.
5. Make sure to walk around and assist students as needed.
6. Once they are done, invite 3 – 4 students to present the parts of their labelled book to the class. Ask other students to tell if their labelling needs any changes.
7. Finally, highlight the 'title' and 'table of contents' using another book.
8. Review the definition of these two parts again with the whole class using the information for teachers.

Activity 2: 10 Minutes

1. Draw the following table of contents on the writing board:

S. No	Unit	Page No.
1.	A Tiny Creature	1
1.	My Home and Homeland	11
2.	Let's Plant Trees	20
3.	Review – I	29
4.	Bee on my Nose	34
5.	Attention!	43
6.	Be Honest	53
7.	Review – II	63

- Now, show the science textbook of another grade, the mathematics textbook of Grade 2, and the English textbook of Grade 2 to the class. Ask students to look at the title of the books and find out which one is their English textbook.
- Ask students to work in pairs and identify the title and page number of different units given on the content page of their English textbook.
- As the pairs work, move around and assist students as needed.
- Once they are done, invite a pair to demonstrate their work to the whole class.



CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by telling students that the title and content pages are helpful in identifying the specific lesson/ text or page.
- A book has several other parts besides the title and the table of contents, e.g., author's name, illustrator's name, and back cover.



ASSESSMENT

5 MINUTES

- Ask students to open their textbooks.
- Now, ask students to show you the title page of the textbook.
- Next, say the name of a particular unit from the textbook and ask students to locate it in the table of contents.



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to copy title pages of two or three books in their notebook and share them with the class the next day.

LOCATE PARTICULAR TEXT / LESSON



STUDENT LEARNING OUTCOMES

- Use textual aids such as a table of contents to locate a particular text/lesson.

INFORMATION FOR TEACHERS

- A content page is a list usually found prior to the start of any writing that outlines what is included in a piece of written work.
- To identify a particular lesson, these textual aids can be used to locate a particular lesson in the text.
- The table of contents is extremely important in helping the readers to locate and understand the text they are reading.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Board, chalk/marker duster, a large wall clock with bold numbers.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - What do you know about a table of contents?
 - Where do you find the table of contents in a book?
 - Why is the table of content important?
- Take the responses of students and restate their key points.
- Tell the students that the table of contents is very important as it is used to locate the specific text we are going to read. It helps the readers to understand the text they are reading.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Divide the class into four groups and provide each group different textbooks i.e. English, Urdu, Maths, and General knowledge.
- Ask each group to identify the table of contents from the textbooks provided to them.
- Ask each group to identify 02 entries/ chapters/ lessons/ units.
- Ask each group leader to present the assigned task to the class.

Activity 2:**10 Minutes**

1. Divide the class into pairs and ask each pair to locate the following information by using the content page of the textbook of English.
2. How many topics/ chapters/ units are there in the book?
3. What topic is found on page # 13 of the textbook?
4. Ask a few pairs to present their work to the whole class.

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

1. Conclude the lesson by telling students that the content page is always helpful to identify lesson/text, the content page also helps students to locate the specific chapters/ units/ topics easily.

**ASSESSMENT****5 MINUTES**

1. Ask a few students orally, what they understand by the term 'content page' and how it is useful to trace/locate a specific text.
2. Call out the title of a chapter from the science textbook and ask students to locate the chapter using the table of contents.

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

1. Ask each student to locate at least five topics from their textbook (any textbook) with the help of the content page and share it with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

USE OF COMMA



STUDENT LEARNING OUTCOMES

- Recognise and add comma for series of items in a sentence and after 'yes' and 'no' in short formal dialogues e.g., yes, thank you, etc.

INFORMATION FOR TEACHERS

- A comma is a punctuation mark that separates words, ideas, or phrases within a sentence.
- A comma is also used to indicate a pause in a sentence for example: Well, I cannot appear in the next match. However, Ahmad will play in the next match.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk / marker, duster, writing board, textbook, etc.



INTRODUCTION

5 MINUTES

- Write a sentence on the board as shown below:
 Yes, I agree .
 ↑ ↑
 Comma Full stop
- Ask students to read it. Remind them of the concept of a full stop and introduce them to the comma.
- Write a sentence or two on the writing board with commas and ask the students to identify commas. For example, "Kittens, puppies, and babies are cute."
- Then ask a few students orally that what they mean by a comma and where the comma is used in a sentence. During the process help/guide the students if they need in the light of their responses.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following sentences on the writing board and ask students to copy these sentences in their notebooks and put commas where needed.
 - He bought books notebooks and pencils from the market.
 - Well I will help you.

- ◇ Yes Amna is at home
 - ◇ My father gave me a watch chocolate storybooks on my birthday.
2. Ask few students to present their work to class after putting commas.
 3. After getting the response of students, the teacher himself may put/insert commas in the sentence on the writing board if needed.

Activity 2: 10 Minutes

1. Divide the class into 4 or 5 groups. Ask the students in each group to write at least 2 new sentences in their notebooks while putting commas.
2. After completion of the above task, each group leader will present his/her work to the class.
3. Help each group during the activity if they need.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that a comma is a punctuation mark that is often used in writing. The comma is used to separate words, ideas, or phrases in a sentence.
2. The comma is also used to separate items in a sentence.



ASSESSMENT

5 MINUTES

1. Write one or two sentences on the writing board without putting commas.
2. Ask three or four students randomly to put commas in the sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to mark/underline comma in a paragraph of their textbook and share it with the class the next day.

REPLACING REBUS WITH WORDS



STUDENT LEARNING OUTCOMES

- Replace rebus with words to complete a given story.

INFORMATION FOR TEACHERS

- A rebus is a puzzle in which words are represented by combinations of pictures and individual letters; for instance, apex might be represented by a picture of an ape followed by a letter X.
- A rebus is a way to raise or enhance the interest of readers and helps them interestingly comprehend the story.
- A rebus story is a very short story that uses words and pictures that stand for words. These stories are written for young children just learning to read.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Marker/ chalk, writing board, a rebus story (in which pictures/rebus are used in place of words), textbook, chart of a story, etc.



INTRODUCTION

5 MINUTES

- Show the chart with a story with rebus.
- Ask the students, what has been used in place of words in the story?
- In the light of their responses, tell the students that the pictures are used in place of words in the story and these pictures in a story are called rebus.
- A rebus in a story is used for better comprehension of the early reader, and also to make the story enjoyable.



DEVELOPMENT

20 MINUTES

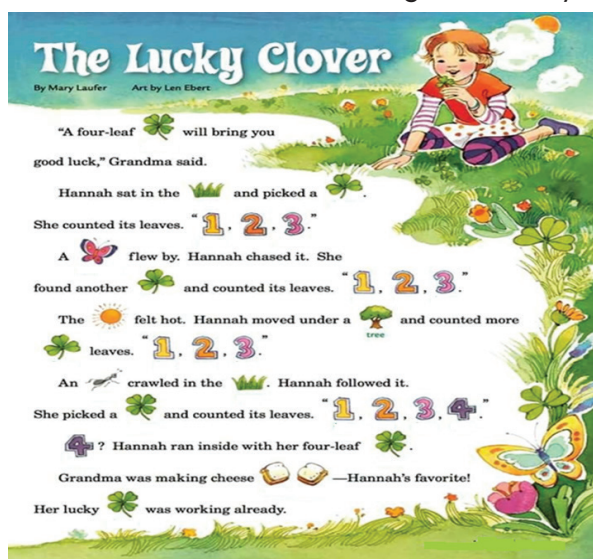
Activity I: 20 Minutes

- Write the following words on the writing board:

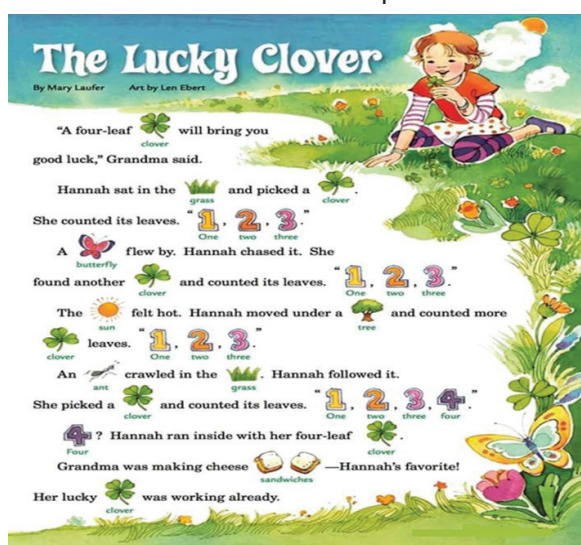
clover	one, two, three,	butterfly
grass	tree	ant
sun	sandwiches	four

- Go through the words with the whole class.

3. Ask them to visualize a word as they read it.
4. Paste the chart of the following rebus story on the front wall of the classroom:



5. Ask the students to read the story written on the chart.
6. Ask them to discuss in pairs and rewrite the story in their notebooks replacing the pictures with words by using the words shared above.
7. Now, display another chart as shown below and ask students to compare their words with the words written under the pictures in this chart:



	CONCLUSION / SUM UP	3 MINUTES
<ol style="list-style-type: none"> 1. Conclude by reviewing the key points of the lesson with the whole class. 		
	ASSESSMENT	5 MINUTES
<ol style="list-style-type: none"> 1. Assess students' understanding of rebus while they are doing the development activity given above. 2. Ask three or four students randomly to put commas in the sentences. 		
	HOMEWORK / FOLLOW UP	2 MINUTES
<ol style="list-style-type: none"> 1. Assign students to do the relevant activities/ exercises from their textbook as homework. 		

COMPLETE OR CHANGE A STORY



STUDENT LEARNING OUTCOMES

- Fill in words to change/ complete a given story.

INFORMATION FOR TEACHERS

1. Encouraging beginner writers to sit down long enough to write even a short story can be challenging. It takes considerable effort for them to write even a couple of sentences.
2. Therefore, it is more effective to give them a pre-written story with blanks to fill in with words and complete.
3. You can also ask them to fill in a story with new words and change it!
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers/ chalk, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

1. Tell students that they are going to create a funny story.
2. Tell them that they should think of a few words as you will ask them. They should write these words on the top of a page in their notebooks.
3. Ask them to think of the following words:
 - ◇ A town name
 - ◇ A family member
 - ◇ A describing word
 - ◇ An action word
 - ◇ A thing
 - ◇ A place
4. Next, write the following story with blanks on the board or display it on a chart:

One day in _____
town name

I saw my _____ acting
family member

_____. She was
describing word

_____ing a big _____
action word thing

Then she went to _____
place

and did it again!



5. Ask students to fill in the blanks with relevant words they thought of in the previous step and complete the story.
6. Once they are done, ask them to read their stories to a partner.
7. Finally, invite 2 – 3 students to read their stories to the whole class.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display an already prepared chart to class with a pre-written story with blanks as shown below:
 "Once Hamid was _____ to the market with his brother. He saw an injured bird on the _____. He took them _____ to his house. He kept the bird for _____. Then the bird was able to _____. He let it _____.
2. Ask the students turn by turn to complete the story with different words.
3. Help the students while they are completing the story.

Activity 2:

10 minutes

1. Divide the class into four groups.
2. Assign the following story to each group for completion.
3. "I was walking along the road, suddenly I saw a small wooden box by the road. I heard a voice saying, "Let me out of here". I was surprised to see that the voice was coming from the wooden box.

4. Once the task is completed, ask each group to present his / her task to the class.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that stories are always written in sequential order. They have a beginning, middle, and end. The completion of the story is a creative activity and also an interesting task.



ASSESSMENT

5 MINUTES

1. Assess the students by involving them in completing the story given in the relevant unit of their textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write the outline of any short story and share it with the class the next day.

Month

8

WEAK FORMS



STUDENT LEARNING OUTCOMES

- Pronounce the weak forms of "a", and "the" in simple phrases and of "be" in contractions.

INFORMATION FOR TEACHERS

1. In the English language, some words are usually pronounced in their weak forms. It is important to note that when we read these weak forms aloud they are difficult to hear, just because of reason that they are not stressed. For example, the word 'a' and 'the' are often pronounced in their weak forms.
2. A shortened form of two words is called a contraction. This is important to note that we omit letters to make the short form of words. We use an apostrophe in place of the omitted letters.
3. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Weak forms are syllable sounds that become unstressed in connected speech, for example, when we read the following sentences aloud, 'a' and 'the' are difficult to hear. A contraction is a short form of two words as shown in the following sentences:
 - ♦ There's no person in the office.
 - ♦ She's a hard-working girl.
 - ♦ I'm going out.
 - ♦ I wasn't hungry.
2. Practise these sentences with the whole class.
3. Introduce the apostrophe to students and show them how it is used in contractions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following sentences on the writing board:
He is a nice person.
She is a doctor.
I ate the apple.

You have an orange.

They've read the big book.

Divide the class into pairs.

Tell students to observe the sentences and find if 'a, an, and the' are in weak form or not.

Activity 2: 10 minutes

1. Review the weak form of 'be' in the following contractions with the whole class:
I'm = I am
You're = You are
They're = They are
She's = She is
He's = He is
It's = It is
(tell students that the word 'its' is not a contraction)
2. Divide the class into four groups.
3. Assign the following sentences to each group.
4. Ask students to rewrite the sentences by converting the underlined words into contractions.
 - ◇ We are going to market.
 - ◇ It is an attractive scene
 - ◇ I am fine.
 - ◇ They are playing hockey.
5. After completion, each group will present his/ her task to the class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
2. The words with weak forms are difficult to hear because they are not stressed.
3. A contraction refers to a short form of a word. In contraction, we omit letters to make the short form of words. We use an apostrophe in place of omitted letters.



ASSESSMENT

5 MINUTES

1. Write a few sentences showing the weak forms of 'a' and 'the' and contraction of 'be' on the writing board.
2. Call a few students randomly to the writing board and ask them to read aloud these sentences.
3. Assess students while they pronounce the sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

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

ORAL COMMUNICATION SKILLS



STUDENT LEARNING OUTCOMES

- Demonstrate use of common conventions and dynamics of oral interactions.
- Describe things and objects in the surroundings.

INFORMATION FOR TEACHERS

1. Oral communication has two parts: the use of language and interpersonal skills.
2. Create opportunities for students to have real conversations with each other.
3. As you practice conversation, also demonstrate use of appropriate body language for different communicative functions.
4. Tell them that while talking, people talk on their turn and do not speak while the other person is speaking. They wait for their turn.
5. While teaching the lesson, the teacher should also consult textbook at all steps when applicable.
6. Describing words may be chosen from school/home and environment.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Worksheet, textbook, writing board, chalk/ marker, etc.



INTRODUCTION

5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum/ Hello / Good morning. Appreciate those students who respond to the greeting correctly.
2. Tell the students that in previous grades you have read about describing words.
3. Explain that describing words are those words which are used to describe any characteristics, quality aspect, size, color of a thing, person or place like big, small, sunny, rainy, open, close, hot, cold, long, short, empty, full etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

The teacher will:

1. Tell the students that they will be playing a guessing game where they will describe objects to each other.
2. Divide the class into two groups (A and B) and give an object worksheet to each group.

3. Explain to the students that they will work together in their groups, discuss and make notes on how to describe the objects on their worksheets, without saying the names of the objects.
4. Ask students from group "A" to describe (4-5 sentences) about an object from their worksheet to group "B" without naming the object.
5. Explain to the students that if group "B" guesses the name of the object, group "A" will put a tick next to the picture, if not, it puts a cross.
6. Tell the students that each group in turns will describe objects on their worksheets.
7. Tell the students that this continues until all the objects have been described. The group that guesses the most objects correctly is the winner.
8. Make sure that all students have equal opportunity to participate.

Example:

- ◇ To describe an object (ball) from worksheet, students may say:
- ◇ It is white.
- ◇ It is big.
- ◇ It is round.
- ◇ It is hard.
- ◇ It is smooth.
- ◇ It is used to play cricket.

Activity 2:

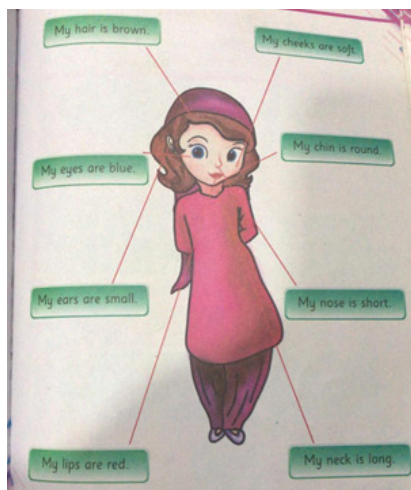
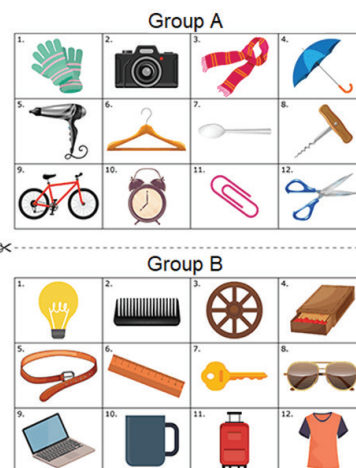
10 Minutes

The teacher will:

1. Invite two students for a conversation (dialogue) and give them an object (a book).
2. Tell one student to ask questions regarding the object and the other to respond to the questions.

Sample conversation:

- ◇ Student 1:- What is this?
 - ◇ Student 2:- This is a book.
 - ◇ Student 1:- What is the color of the book?
 - ◇ Student 2:- The color of the book is black and white.
 - ◇ Student 1:- What is the shape of the book?
 - ◇ Student 2:- The shape of the book is rectangle.
3. Invite two or three pairs to describe things and objects in the classroom surrounding.
 4. Ask the students to open their textbooks at page 26 (Edition 2018-19).



5. Read aloud the given description with stress on the describing words.
6. Ask a few students to come in front of the class to describe himself/herself.
7. Help and encourage students while doing the activity.



CONCLUSION / SUM UP

3 MINUTES

The teacher will say:

1. Today we learnt how to use adjectives to describe things and objects in the surroundings.
2. Adjectives add information about number, color, type, and other qualities about the nouns and pronouns in the sentences.



ASSESSMENT

5 MINUTES

The teacher will:

- Informally assess students' abilities during activity 1 and 2.



HOMEWORK / FOLLOW UP

2 MINUTES

1. The teacher will encourage students to repeat the activity at home with their family, commenting on the colors and tastes of their dinner.
2. Similar activities are to be done in 5-10 minute slots, once or twice a week throughout the year.
3. These skills will be practiced during brainstorming sessions, during group work or class discussion, where you will remind them of the courtesies and rules of interaction.

REQUESTS AND COMMANDS



STUDENT LEARNING OUTCOMES

- Use and respond to simple sentences showing requests and commands, both physically and in their speech.

INFORMATION FOR TEACHERS

- Commands are a type of sentence in which someone is being told to do something. There are three other types of sentences i.e. questions, exclamations, and statements. Command sentences, normally start with an imperative verb, because they tell someone to do something.
- A request is defined as the act of asking someone for something. For example: Please give me a glass of water.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Call on a student and give an order or a request.
 - Example: • Majid, close the door. OR • Majid, could you please close the door.
- Then ask the class what you just told Majid to do.
- Elicit the words request, order, or command from the class.
- Tell students that today they are going to learn how to give commands or make requests.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Tell students that when we want someone to do something, we begin our sentence with the verb. For example: Wake up! Eat your breakfast. Read the books.
- Tell students that we often have to ask others to do something for us or give us something we need. Such sentences are called requests or commands.
- Introduce the sentence structure for imperative sentences to students. Tell them that when we begin a sentence with a verb, it is an imperative sentence. It is a command if spoken without a polite expression. Actually, a command sounds very direct! To make our commands more polite, we can convert them into requests by adding please at the end of what we say. For example:

- ◇ Close the door. (command)
 - ◇ Close the door, please. (request)
4. Give a few more examples of simple commands and requests. For example:
- ◇ Commands
Sit down.
Brush the floor.
 - ◇ Requests
Do your homework, please.
Take this card to your father.

Activity 2: 10 minutes

1. Write the following sentences on the writing board:
2. Please bring a glass of water.
 - ◇ Hurry up.
 - ◇ Sit down.
 - ◇ Open the door.
 - ◇ Can you help me, please?
3. Divide the class into pairs.
4. Tell the pairs to do the following:
 - ◇ Read the sentences.
 - ◇ Identify if the sentence is a request or command.
5. Once they are done, invite a few pairs randomly to share their responses.



CONCLUSION / SUM UP

3 MINUTES

1. When we ask somebody to do something it is called a command.
2. A request is an act of asking someone politely for something.



ASSESSMENT

5 MINUTES

1. Call few students randomly and ask them to speak two sentences each showing commands and requests.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to underline at least five sentences from their textbook showing commands and requests and share them with the class the next day.
2. Ask students to think of commands and requests that are given in places such as a bus station, a restaurant, and a school. Get them to write out as many commands and requests as they can think of.

GREETING CARDS



STUDENT LEARNING OUTCOMES

- Make/write simple greeting cards.
- Draw illustrations to make greeting cards using cursive writing.
- Write names of addressee and sender.
- Write appropriate words and formulaic expressions.

INFORMATION FOR TEACHERS

1. A greeting card is a decorative card sent to convey good wishes.
2. Greeting card, an illustrated message that expresses, either seriously or humorously, affection, good will, gratitude, sympathy, or other sentiments. Greeting cards are usually sent by mail in observance of a special day or event and can be divided into two general classifications: seasonal and everyday. (Encyclopedia Britannica)
3. Greeting cards can be used to motivate students' literacy skills and enhance learning.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, duster, textbook, a variety of greeting cards, scissors, coloured sheets, etc.



INTRODUCTION

5 MINUTES

1. Set the purpose for the lesson by explaining that people send greeting cards for many reasons.
2. Share a greeting card that was sent to you with the class. Describe how you felt when it arrived in the mail, who it was from, and why they sent it to you.
3. Ask students to share their experiences with greeting cards. Have they ever sent or received a greeting card? Why do people send cards? Where do people buy cards?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Place a variety of greeting cards out for students to view in groups.
2. Invite students to share what they know about greeting cards.
3. Discuss how the cards are similar and how they differ.
4. Look at the layout of a greeting card. "What is on the first page of the card? What is usually

found on the inside of the card? On the back of the card?"

5. Read the different card messages to students.
6. Engage older students in a discussion about how cards are written and ask them to describe how the messages made them feel. "Why are words important on the different cards?"



Activity 2: 10 minutes

1. Explain to students that they will create different types of greeting cards for the class to use.
2. Assist them in selecting a few greeting card themes, such as birthday cards, get-well cards, and new baby cards.
3. Explore one theme at a time or divide students into groups where each group will be responsible for creating a specific type of card.
4. Provide students with art materials to draw illustrations. Some students may enjoy using photographs from magazines or catalogs to create their cards. Other students may enjoy drawing or painting their cards.
5. Assist students in writing their greetings or special messages. Students can also refer to the collected cards to copy the spelling of specific greeting words. Have students write their names on the back of each card they design.
6. Once they are done, ask them to display their cards on the class notice board and have a gallery walk to see the cards created by other students.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by reviewing the key points of the lesson.



ASSESSMENT

5 MINUTES

1. Informally assess students' abilities to write and read their greeting cards with appropriate expression during activity 2.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a greeting card and give it to their brother/sister on his / her birthday.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

RHYTHM, STRESS, AND INTONATION



STUDENT LEARNING OUTCOMES

- Familiarise themselves with rhythm, stress, and intonation of the English language.

INFORMATION FOR TEACHERS

- Stress is about which sounds we emphasise in words and sentences. For example, in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
- English has two basic types of stress:
 - i. Syllable stress
 - ii. Word stress
- Syllable stress refers to a syllable (or segment of a word) that is stressed more than other syllables in the word. Word stress refers to a word (or parts of a word) that is stressed more than others in a sentence.
- Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
- Intonation is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.
- In order to help students familiarise themselves with rhythm, stress, and intonation of the English language, it is important to give them a lot of practise listening to the authentic recorded conversations of native English speakers. You can use various resources on google and youtube for this purpose. Select culturally appropriate content before playing them to the class.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students how many words they hear in a sentence that they hear in a listening activity or that you read out. For example, "Happy birthday to you, dear Gul Sher." This practises recognising word boundaries and increases awareness of main stresses and weak forms.
- Next, speak the following tongue twister at an appropriate speed but loud and clear for all students to hear: She sells seashells by the seashore.
- Repeat it 3 – 4 times and then ask students to repeat it after you.
- Do the above steps with another tongue twister, e.g., Which wristwatches are Swiss

wristwatches?

5. Tell students that today they are going to become familiar with the way English speakers use the rise and fall of their voice while speaking different sentences.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell students that many words in English have smaller parts or segments known as syllables. English speakers say one part of a word with greater force (or louder) as compared to the other part(s) of a word. That means a certain syllable in a word is stressed and other syllables are unstressed. This creates a rhythm within a word.
2. Next, write the following examples of syllable stress (see information for teachers for definition), with the stressed part written in bold (make it bold with marker or chalk):
Happy birthday!
English student
invitation
explain
3. Speak the phrases/ words with exaggerated stress on the stressed syllables (bold) and ask students to listen and repeat after you.
4. Check if students can speak a word with stress on the right syllable. Make sure they don't use a flat tone – saying the whole word stressed or unstressed. Ask them to feel which part of the word is spoken louder, i.e., it is stressed.
5. Tell students that another way the English speakers create rhythm in their speech is by speaking a certain word or words or parts of a word louder than the others.
6. Now, write the following examples of word stress (see information for teachers for definition) on the board:
 - ◇ What time is it?
 - ◇ I'm going to a birthday party.
 - ◇ Would you like coffee or tea?
7. Tell students speaking a sentence in this way helps the listener understand which word or what part of the information is more important.
8. Remind them that in English, some words are pronounced louder, higher, and longer, while other words are very short and quiet.

Activity 2:

10 minutes

1. Write the following sentences on the board and ask students to practice them in pairs:
 - ◇ Who is the boy on the phone? You'll have to call him again.
 - ◇ I don't think he will listen to her.
 - ◇ Can you write your name?
 - ◇ Where do you live?
2. Now, review the concept of intonation with the whole class. Without using the word 'intonation', tell students in simple words that when English speakers talk, their voice either rises or falls at a certain word or the end of the sentence. This rise and fall of voice also creates a rhythm in the English language.
3. Write the following examples of the falling intonation on the board. Tell students that a downward arrow (↘) indicates a fall in the voice of the person who is speaking:
Statements
 - ◇ Nice to meet ↘you.
 - ◇ I'll be back in a ↘minute.

- ◇ I'm going for a walk in the ↘park.

Commands

- ◇ Write your name ↘here.
- ◇ Leave it on the ↘desk.
- ◇ Put your books on the ↘table.

Wh- questions (requesting information.)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- ◇ Where do you ↘live?
 - ◇ When does the shop ↘open?
 - ◇ Whose bag is ↘this?
4. First, practise these sentences with the whole class and then ask students to practice them in pairs.
 5. Repeat the above steps for the following examples of rising intonation. Tell students that an upward arrow (↗) indicates a rise in the voice of the person who is speaking:

Yes/no Questions

(Questions that can be answered by 'yes' or 'no'.)

- ◇ Do you like your new ↗teacher?
- ◇ May I borrow your ↗pen?
- ◇ Do you have any ↗storybooks?

Questions tags (short questions at the end of statements).

- ◇ We've written it already, ↗haven't we?
- ◇ You like fish, ↗don't you?
- ◇ You're a new student ↗aren't you?
- ◇ Our new classroom is beautiful, ↗isn't it?



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reminding the students that in English, some words are pronounced louder, higher, and longer, while other words are very short and quiet.
2. Also remind them that when English speakers talk, their voice either rises or falls at a certain word or the end of the sentence. This rise and fall of voice also creates a rhythm in the English language.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to find out which words will be spoken louder than the others in each sentence:
 - ◇ I looked in the car but I didn't see my keys.
 - ◇ I don't like tea unless it has milk.
2. Give them a couple of minutes to think and then randomly ask a few students to share their answers with the whole class.
3. Now, write the sentences with stressed words shown in bold and ask students to check their answers:
 - ◇ I looked in the car but I didn't see my keys.
 - ◇ I don't like tea unless it has milk.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through their textbooks and find out a few examples of sentences that use a falling voice at the end and a few examples of sentences that use a rising voice at the end.

SPEECH BUBBLES & COMIC STRIPS



STUDENT LEARNING OUTCOMES

- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.

INFORMATION FOR TEACHERS

- Comic strips are used to tell a story. They have three main parts of a story: setting, characters, and plot. Comic strips use words and pictures equally. They use a series of frames to show story movement.
- Speech bubbles are just what they sound like. They usually take the form of a photograph or an image of a person's head with a bubble of words emanating from their mouths.
- A speech bubble is a round shape next to the head of a character in a cartoon/ story/ dialogue inside which the character's words or thoughts are written (Oxford Advanced Learner's Dictionary)
- Speech bubbles are useful for vocabulary development, communication, and role play.
- Speech bubbles can take multiple forms. Typically, they include a photograph or other representation of a person or group whose words appear in the bubble. They can be laminated for re-use in or outside the classroom. They can be posted on walls, bulletin boards, student cupboards, etc.
- It is an interesting and interactive activity tool for students.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, cartoon strips, charts of speech bubbles, textbook, etc.



INTRODUCTION

5 MINUTES

- Draw some speech bubbles on the writing board.
- Ask students if they know what these shapes are called. Introduce students to speech bubbles and comic strips using easy words. (Take help from information for Teachers).
- Tell students that today they will learn to write text in speech bubbles.



DEVELOPMENT

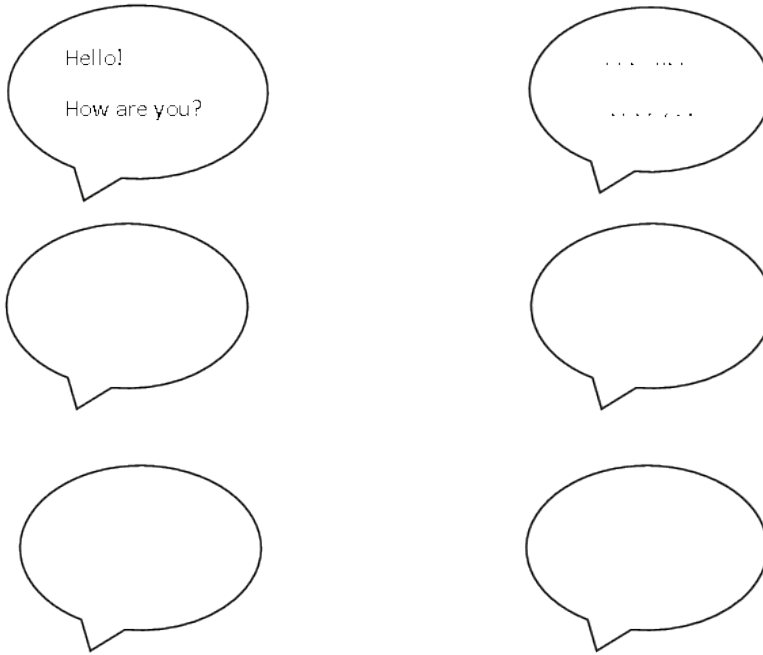
20 MINUTES

Activity 1:

10 Minutes

- Divide the class into six groups.

- Ask each group to fill in the following speech bubbles in the form of a dialogue between two friends:



- Help students during this activity if they face difficulty while filling the bubbles.
- Once they are done, invite a representative of each group to present their work to the whole class.

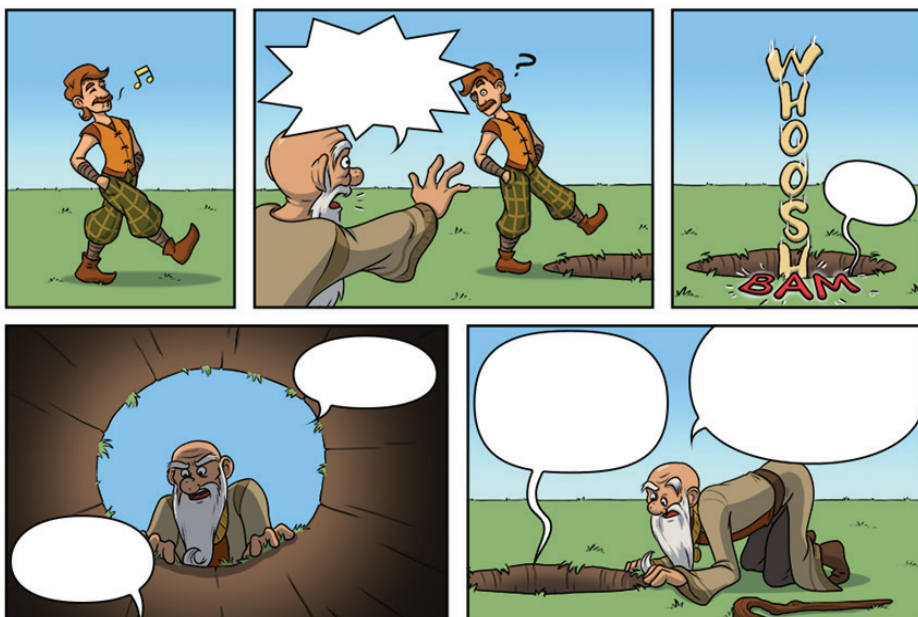
Activity 2:

10 minutes

- Introduce students to comic strips simplifying the information given below:

A comic strip is a sequence of images with a small amount of text in each box. This text is normally inside balloons or written as captions. Comic strips (or comic books) are a form of story-telling, which uses drawings or cartoon characters to tell a story. Most comic strips are created for humour, while some can be serious.

- Divide the class into pairs.
- Ask students to look at the following comic strip and discuss what's happening in the story shown in the pictures.
- Ask them to guess what the characters are saying to each other. Discuss and write in the speech bubbles given on the comic strip.



5. As the pairs work, move around and assist them where needed.
6. If any students are confused and can't figure out the story, give them a hint that the old man was telling the young man that there was a trap. Let them figure out the rest of the story with the help of the pictures.
7. Once they are done, invite 3 – 4 pairs to share their work with the whole class.
8. Now, ask them to narrate the story to each other orally.
9. Finally, invite a volunteer to come to the front and narrate the story to the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that speech bubbles and cartoon strips play a vital role in expressing spoken dialogues.
2. It is also essential that in comic strips, artists should be careful while choosing pictures and placing the speech bubbles to communicate the meaning to a reader.



ASSESSMENT

5 MINUTES

1. Divide the class into pairs and ask them to prepare speech bubbles showing short dialogues about their daily routines.



HOMEWORK / FOLLOW UP

2 MINUTES

2. Ask students to prepare speech bubbles and cartoon strips on the following topics using charts and colour pencils and present them to the class the next day.
 - ◇ A picnic
 - ◇ A birthday party
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

REVISING WRITTEN WORK



STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling and punctuation.

INFORMATION FOR TEACHERS

- Grade-2 students are early writers – they need guided practice and continuous support to develop their writing skills.
- Help them learn all stages of the writing process, i.e., pre-writing/ brainstorming, drafting, revising/ editing, and publishing (or writing the final draft). Do it with simple and easy topics that relate to their life and experiences so that they can find ideas about them to write.
- While teaching students to revise the written work, help them consider the following areas:
 - Correct spelling
 - Appropriate vocabulary
 - Correct use of punctuation
 - Sentence structure
 - Layout/legibility
- Give students a lot of practice to follow the writing process every time they do a writing task.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Remind students of previous lessons about capitalisation and punctuation.
- Write the following paragraph on the writing board:
saleem is a good boy he always come to school in time he respect his parents teachers and elders.
- Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling and punctuation.
- Once the students have finished reading, ask them to work in pairs and discuss what errors they have noticed in the paragraph. Give them a minute to discuss, and then invite 2 – 3 students to come to the front and underline the errors on the writing board.
- Tell them that in the next activity, they will rewrite this paragraph to correct the errors.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell students that when good writers write a text on any topic, they check it for errors and revise it before finalizing it. It helps writers create good pieces of writing. Ask students what would happen if they do not check their writing.
2. Allow 2 – 3 students to share their responses. Highlight the point that ‘checking’ what you have written before sharing it with the reader(s) is very important. If we do not check it, the readers will face difficulty understanding it.
3. Draw students’ attention again to the paragraph they read in the introductory activity. Ask them to copy it on their notebooks.
4. Once they have copied it, ask them to work in pairs again and correct the identified errors in the paragraph i.e., which words need to be capitalized, which sentences have punctuation errors, and which words have incorrect spelling.

Activity 2:

10 Minutes

1. Once the students have identified and corrected the errors, review the corrections with the whole class using the writing board (see the correct version given at the end of this lesson plan). You can use chalks/ markers of three different colours to highlight the errors of capitalization, punctuation, and spelling.
2. Next, ask students to rewrite the paragraph after correcting the errors.
3. As a final step, ask students to review each other’s work in pairs.
4. Appreciate students for their participation in the activities.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students to always keep in mind that the mistakes/errors of spelling and punctuation occur in the first draft when we write something. Therefore, always revise and edit their writing to make it error-free before sharing it with others.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board and ask students to copy them on their notebooks and underline the errors of spelling and punctuation.
 - ◇ he is my friend?
 - ◇ This is a book,
 - ◇ I have two ayes
 - ◇ My friend meat me on the road
2. Randomly check the work of a few students to see if they have correctly identified the errors.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph of five to six sentences on ‘My House’ as a home assignment, revise and edit it and then present it to the teacher the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.
3. Correction version of the paragraph from Introductory Activity:
Saleem is a good boy. He always comes to school on time. He respects his parents, teachers, and elders.

قومی ترانہ

پاک سرزمین شاد باد کشور حسین شاد باد
تو نشان عزم عالی شان ارض پاکستان!
مرکز یقین شاد باد

پاک سرزمین کا نظام قوت اخوت عوام
قوم، ملک، سلطنت پائندہ تابندہ باد
شاد باد منزل مراد

پرچم ستارہ و ہلال رہبر ترقی و کمال
ترجمان ماضی شانِ حال جان استقبال!
سایہ خدائے ذوالجلال

