



**PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION**

GRADE

3

SCHOOL

LESSON PLANS

ENGLISH

**BASED ON
CURRICULUM 2020**



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

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NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/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-III 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)

TABLE OF CONTENTS

INTRODUCTION	I
PREFACE	IV

MONTH 1

LESSON 1: FORMULAIC EXPRESSIONS.....	2
LESSON 2: ORAL INTERACTIONS	4
LESSON 3: EXPRESSIONS IN CONVERSATION	7
LESSON 4: POEMS WITH ACTIONS	11
LESSON 5: TWO-CONSONANT CLUSTERS 'SK, 'ST'.....	14
LESSON 6: HARD AND SOFT SOUNDS OF LETTERS "C" AND "G".....	16
LESSON 7: PREDICTION	19
LESSON 8: CRITICAL THINKING (POST-READING).....	22
LESSON 9: ALPHABETICAL ORDER	24
LESSON 10: NOUNS	26
LESSON 11: ANTONYMS	28
LESSON 12: SYLLABIC DIVISION	30
LESSON 13: PUNCTUATION AND SPELLINGS	32
LESSON 14: PARAGRAPH WRITING USING MIND MAPS	35
LESSON 15: LONG AND SHORT VOWEL SOUNDS	37
LESSON 16: INTENSIVE READING	39

MONTH 2

LESSON 17: CONJUNCTIONS & POSSESSIVE ADJECTIVES	42
LESSON 18: ANAGRAMS	45
LESSON 19: SIMPLE SENTENCES	47
LESSON 20: NARRATIVE PARAGRAPH	49
LESSON 21: ORDINAL NUMBERS	51
LESSON 22: SPEECH BUBBLES	53
LESSON 23: DESCRIBING EVENTS	57
LESSON 24: WEAK FORMS OF HAS, HAVE	60
LESSON 25: TONE AND NON-VERBAL CUES	63
LESSON 26: ORAL COMMUNICATION SKILLS	66
LESSON 27: FORMS OF HAS AND HAVE	69
LESSON 28: GENDER	72
LESSON 29: INSTRUCTIONS AND DIRECTIONS	76
LESSON 30: PARAGRAPH WRITING	78

MONTH 3

LESSON 31: 'CH' SOUND	81
LESSON 32: DAILY ROUTINE	84
LESSON 33: DIGRAPHS AND TRIGRAPHS - I	87
LESSON 34: DIGRAPHS AND TRIGRAPHS - II	90
LESSON 35: STORY ELEMENTS	93
LESSON 36: ADJECTIVES	96
LESSON 37: WORDS SHOWING POSSESSIVE	98
LESSON 38: PRESENT CONTINUOUS TENSE	100
LESSON 39: GUIDED STORY	102

MONTH 4

LESSON 40: CONTRACTIONS	105
LESSON 41: ORAL COMMUNICATION SKILLS	107
LESSON 42: TRAFFIC SIGNS	109
LESSON 43: COUNTABLE AND UNCOUNTABLE NOUNS	112
LESSON 44: EXPRESSING ABILITY / INABILITY	114
LESSON 45: DESCRIBING PICTURES WITH ACTION VERBS	117
LESSON 46: SILENT LETTERS IN A WORD	119
LESSON 47: IRREGULAR NOUNS	122
LESSON 48: CHANGING NUMBER OF SIMPLE NAMING WORDS OR SINGULAR/PLURAL	125
LESSON 49: ARTICLES	127
LESSON 50: COMPOSITION	130
LESSON 51: CHARACTERS IN A STORY	132

MONTH 5

LESSON 52: TWO-CONSONANT CLUSTER SP, CR.....	135
LESSON 53: EXPRESSING OPINIONS	137
LESSON 54: LEAD AND FOLLOW	140
LESSON 55: ACTION VERBS	141
LESSON 56: PAIR OF WORDS / HOMOPHONES	145
LESSON 57: MIND MAP	147
LESSON 58: INFORMAL INVITATIONS	149

MONTH 6

LESSON 59: EXPRESSING NEEDS AND FEELINGS	152
LESSON 60: CONTRACTIONS WITH 'DO' AND 'HAVE'	154
LESSON 61: VERBS	157
LESSON 62: SHORT VOWELS	161
LESSON 63: EXPRESSING GRATITUDE	163
LESSON 64: CLOSE-ENDED QUESTIONS	165

MONTH 7

LESSON 65: PUNCTUATION	168
LESSON 66: FESTIVALS AND EVENTS	171
LESSON 67: EXPLAINING A PROCESS OR PROCEDURE	173
LESSON 68: USE OF GRAPHICAL FEATURES TO INCREASE TEXTUAL UNDERSTANDING	176
LESSON 69: APOSTROPHE AND EXCLAMATION MARK	178
LESSON 70: USE OF PREPOSITIONS	180
LESSON 71: USE OF MAY / MAY NOT	182
LESSON 72: VOCABULARY	184

MONTH 8

LESSON 73: WORD STRESS	187
LESSON 74: SILENT LETTERS	189
LESSON 75: ENDING SOUND OF [ED]	191
LESSON 76: RHYTHM, STRESS AND INTONATION	194
LESSON 77: TONGUE TWISTERS	197
LESSON 78: LOCATING FACTUAL INFORMATION	198
LESSON 79: PUNCTUATION IN A POEM	201
LESSON 80: FUNCTION OF [WH] QUESTIONS	204

INTRODUCTION

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

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

Traditional Teaching Style:

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

What is a Lesson Plan?

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

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

A successful lesson plan addresses and integrates three key components:

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

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

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

Development Process of a Lesson Plan

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

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

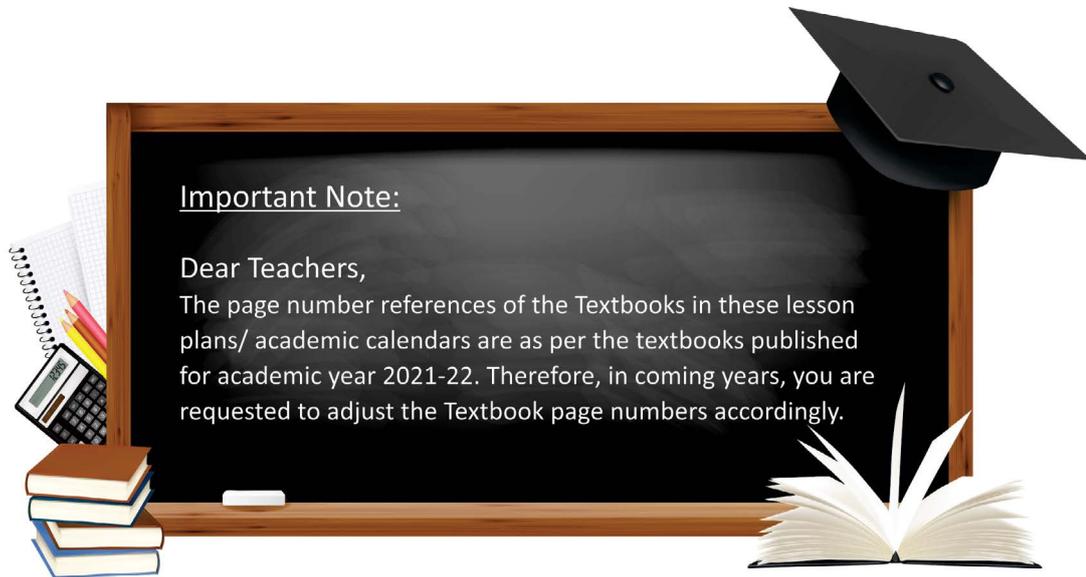
Components of a Lesson Plan

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

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
 - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
 - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
 - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
 - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and 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 under-taken 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 teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

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

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

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

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

Month

1

FORMULAIC EXPRESSIONS



STUDENT LEARNING OUTCOMES

- Practice class talk to learn formulaic expression for efficiency in speaking English.

INFORMATION FOR TEACHERS

- 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). These words and phrases once learn can fit in most situations.
- Formulaic expressions are used to show good manners and polite behavior.
- The choice of words and expressions used depends on the age, gender, and status of the addressee.
- You need to select phrases and expressions which are easy for your students. The expressions should also help the students in their homes, school, marketplace, etc.
- While teaching the lesson, the teacher should also use the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning! How are you?
(**Expected answer:** "Fine Thank you"/ "very well", "Thank you")
- Introduce a few formulaic expressions by giving examples. Give a phrase and ask students where and why we use that expression:
 - ◇ 'Thank you' (expressing gratitude)
 - ◇ 'May I' (asking for permission)
 - ◇ 'Excuse me' (seeking attention)
 - ◇ 'Please' (making requests)
 - ◇ 'You are welcome' (replying thanks)
 - ◇ 'I am sorry' (admitting a mistake)
- Explain that basic courtesy demands that one replies according to the age and relationship with the person one is speaking to.



DEVELOPMENT

20 MINUTES

Activity 1:

10 MINUTES

1. Tell students that 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 some examples:

<i>bye</i>	<i>excuse me</i>
<i>goodbye</i>	<i>thanks</i>
<i>hello</i>	<i>thank you</i>
<i>farewell</i>	<i>thanks a lot</i>
<i>hi</i>	<i>sorry</i>
<i>so long</i>	<i>pardon</i>

2. Some formulaic expressions express agreement or disagreement with a previous speaker:
yes, yeah, no, okay, right, sure
3. Practise these expressions with the class with examples. Explain the function and purpose of each expression.

Activity 2:

10 MINUTES

1. Divide the class into four groups.
2. Ask each student to share formulaic expressions they have practiced in the previous activity with their group members.
3. Tell students to focus on the following points when they are practicing.
 - ◇ What is the formulaic expression?
 - ◇ Where do we use this formulaic expression?
4. Ask students from different groups randomly to share a few expressions they have practised in their group.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Formulaic expressions are phrases and sentences which we use in our daily conversation.
2. We should try to show courtesy and politeness in our communication with others in school, at home, and in other places too.



ASSESSMENT

5 MINUTES

Ask the following questions from students randomly:

1. When do we use “thank you”?
2. Which expression do we use for making a request?
3. Which word we should use for greeting someone?



HOMEWORK / FOLLOW UP

2 MINUTES

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

ORAL INTERACTIONS



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to exchange courtesies to show respect.

INFORMATION FOR TEACHERS

1. Involve students in active communication.
2. Use appropriate vocabulary for the topic.
3. Focus on pronunciation.
4. Use gestures to support talk.
5. Give students practice in short informal sentences.
6. Engage students in brief discussions and dialogues.
7. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students the following questions.
 - ◇ What do you say when someone helps you?
Expected answer: thank you, so nice of you, so kind of you
 - ◇ What do you do when an elder enters the room?
Expected answer: stand up and say Salam
 - ◇ Should we speak when another person is speaking?
Expected Answer: no
2. Tell students that all these questions/answers they have practiced show respect.
3. Tell students that it is always important to show respect during our communication with others.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Introduce the magic words with examples to students. Use the following information to explain the expressions to students:

“Please”

- ◇ Using “please” expresses respect for those with whom we’re interacting/ talking.
- ◇ It changes a command into a request.
- ◇ It sets the tone for whatever follows – makes what we say polite!
- ◇ It is one of most important universal manners.

“Thank You” and “You’re Welcome”

- ◇ Express thanks for the everyday courtesies such as when someone holds the door or lets us go ahead in line.
- ◇ Expressing thanks for these little services shows a lot of respect to others.
- ◇ When someone says, “thank you,” the best response is, “you’re welcome.”

“Excuse Me”

- ◇ “Excuse me,” “pardon me,” and “I beg your pardon” all show respect to others. Make it a habit to excuse yourself whenever you do the following:
- ◇ Make an interruption: “Excuse me, but your marker has dropped.”
- ◇ Make a request: “Excuse me, but this seat is taken already.”
- ◇ Acknowledge an error: “Excuse me. I didn’t realize that you were already waiting in line.”
- ◇ Acknowledge unpleasant actions such as burping: “Excuse me.”
- ◇ Leave a conversation: “Excuse me, I wish I could talk to you longer, but I have to leave now.”
- ◇ Get up from the table: “Please excuse me.”

“I’m Sorry”

- ◇ Making and accepting apologies gracefully are acts of courtesy and respect.
- ◇ “I’m sorry” is also one of the simplest and often kindest ways to express sympathy or regret.

Activity 2:

10 Minutes

1. Write the following questions on the writing board:
 - ◇ Would you like some tea?
 - ◇ Do you need any help?
 - ◇ Can I talk to you?
2. Ask students to use the following courtesy/ magic words in their responses.
3. Ask students to stand up and mingle in the classroom.
4. Each student will ask the questions written on the writing board from at least two students.
5. Each student will use at least one courtesy word in his/her response.
6. Next, write the following expressions/ actions on the writing board:
 - ◇ Doing what your parents ask you to do.
 - ◇ Name-calling
 - ◇ Holding the door for someone.
 - ◇ Cleaning up the mess you made.
 - ◇ Being on time in class.
 - ◇ Talking when others are talking.
 - ◇ Looking at the people when they are talking to you.
 - ◇ Do not let other people have a turn to talk.
 - ◇ Taking something without asking.
 - ◇ Please
 - ◇ You are welcome.

- ◇ So kind of you.
7. Divide the class into small groups.
 8. Ask students to discuss the expressions/ actions written on the board and identify the positive ones (that show respect and good manners).
 9. Assist the groups during discussion and ensure participation of all students.
 10. Once they are done, review the answers as a whole group/ class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We should use respectful words during our communication with others, especially with elders, friends, and family members at home.
2. Everyone likes a person who shows respect to others.



ASSESSMENT

5 MINUTES

3. Ask the following questions randomly from students:
 - ◇ Is it respectful to take turns in speaking?
 - ◇ Is it respectful to call someone names?
 - ◇ Is it respectful to take things without permission?
 - ◇ Is it respectful to say Salam to someone you meet on the way?
 - ◇ Is it respectful to say thank you when someone has helped you?
4. Tell students to respond in YES or NO.
5. Appreciate them for their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to apply all the courtesy words and sentences showing respect in this lesson at their homes, with friends and elders. They will be observed in upcoming classes.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

EXPRESSIONS IN CONVERSATION



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to:
 - ◊ Offer and respond to greetings.
 - ◊ Introduce yourself and talk about family.
 - ◊ Introduce self and others.

INFORMATION FOR TEACHERS

1. Display different expressions on charts in the classroom so that students keep practicing them.
2. “Nice to meet you” is used when meeting someone for the first time. Later, you can say “Nice to see you”.
3. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing Board, chalk/marker chart papers, textbook, etc.



INTRODUCTION

5 MINUTES

Ask students the following questions and write their answers on the writing board:

1. What do you say when you meet someone?
2. What do you say when you leave someone?

Everyday greetings	Special greetings
Good morning	Happy Eid
Good evening	happy New year
Good night	Happy Independence Day
Good bye	Good luck
	Congratulations
	Well done
	Get well soon

Farewell (Leaving)
Goodbye
So long
I have to run
Good day
Bye
Catch you later
See you again, take care
See you later/soon



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Explain that almost all conversations start with a greeting. Several expressions are commonly used as greetings, some are formal (more serious and reserved) and some informal (more friendly and less reserved). Which ones to use depends on the situation. We choose the ones appropriate for the situation. It is also useful to know lots of different expressions to not repeat yourself when you meet many people at the same time.
2. Be careful about using informal expressions with people who you do not know well or whose age/rank is higher than yours.
3. Show the following table on chart paper/board and discuss it with the class. Let students greet and respond to any of the following expressions in pairs.

General Greetings (Formal)	
Hello!	I am fine. Thanks
How do you do?	How do you do? Pleased to meet you.
How are you?	Fine, thanks.
	Very well. Thank you. How about you?
	Good, thanks. And you?
	Not bad. How are you?
	I'm good. And yourself?
	I'm fine, thanks. How about yourself?
Greeting a person you haven't seen for a long time (Formal)	
I'm so happy to see you again.	
It's been too long.	
It's been a long time.	
It's good to see you.	
General Greetings (Informal)	

Hi What's up? Good to see you. How are you doing?? How's it going? How is life? How is everything? How is everything going on?	Hi No much. What's up with you? Good to see you, too. Good/ Well/ I'm doing well. Never been better! Can't complain. Not bad. Great!
Greeting a person you haven't seen for a long time (Informal)	
Long time no see. Where have you been hiding?	

Activity 2:

10 Minutes

1. Divide the class into pairs and give them any one situation given in the table below. Make changes in dialogues according to students' interests.
2. Once they have practiced well, invite a few pairs to present their dialogue to the whole class.



When meeting first time	Possible responses
How do you do? My name is Bilal. I study in class 3. Are you from Lahore? I like my school. Do you like this City/village/School? Well, goodbye Shahid, it was nice to meet you (pleased to meet you).	I am fine. Thank you. My name is Shahid, I also study in class 3. I am new here. No, I am from Peshawar but I live here now. No, I still miss my friends. (or: Yes, I really like it). Pleased to meet you too. Yes, goodbye.
When talking about family/others	Possible responses
Hello Shahid! This is my brother, Ali. He is a student. Did you meet him before?	Oh! I see. Nice to meet you, Ali. Good! Where do you read Ali? No. It is my first meeting with him.



CONCLUSION / SUM UP

3 MINUTES

Ask students about ways of thanking someone and how to respond to that (only in English).



ASSESSMENT

5 MINUTES

Make pairs and ask the students to introduce them to the class. Get help from the following expressions:

1. Hello. I am _____.
2. I would like to introduce my friend, _____
3. He/she lives in _____ with _____
4. His/her family is _____ (small/large).
5. He/she likes _____ but he/she does not like _____



HOMEWORK / FOLLOW UP

2 MINUTES

1. While teaching the lesson, also consult the textbook at all steps.
2. Ask students to interview a family member introduce them to the class the next day.

POEMS WITH ACTIONS



STUDENT LEARNING OUTCOMES

- Recite poems with actions.

INFORMATION FOR TEACHERS

1. Tell the students that they will be learning poems today. Poems usually have rhyming words and this is how we can differentiate between poetry and prose. Poems also have a shorter sentence structure.
2. Stanza is two or more lines in a poem. They follow a common pattern.
3. Chorus or refrain is also a very important part of the poem. Chorus/refrain is a line or two, repeated particularly when it comes either at the end of a stanza or between two stanzas.
4. The teacher must learn at least 2 to 3 poems by heart before the start of this period because it will help him/her make this lesson more interesting.
5. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks, writing board, marker, textbook
- (Select few poems that belong to the same theme or have language aspects that the teacher would like to introduce or reinforce). Use the ones in the textbook. (Sample poem attached in Appendix 1).



INTRODUCTION

5 MINUTES

1. Stand at a place where every single student of the class can see you easily. Recite the poem without actions, intonation, or pauses.
2. Now recite the poem with correct intonation and give a lot of emphasis on the rhyming words and the chorus. You also need to perform actions with the poem. Explain that actions help us appreciate and understand the poem better and the movements help us keep the rhythm and rhyme of the poem
3. Try to use all the space available in the class. Move-in the spaces between the benches of the students.
4. Ask the students to follow you in reciting the poem with actions.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask some students to volunteer for the activity. Ask them to come forward.
2. Tell the students that they will be helping the class learn and have fun.
3. Ask the students to follow you in reciting the poem and also in the actions you perform.
4. Tell the class that all of them should see each other and raise their hands if anyone recites or performs incorrectly.
5. This will ensure the participation of all the students of the class.

Activity 2: 10 Minutes

1. Divide the class into two groups.
2. One group will recite one verse (line) of the poem with actions and the other group will recite the following verse.
3. This activity will continue till the end of the poem.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by again asking the class to recite and perform the poem.
2. This time, you must step aside and let the class do this, on their own.



ASSESSMENT

5 MINUTES

1. Ask one student to come up and perform one random action from the poem, without reciting the words behind those actions.
2. Ask the class to recite the words behind those actions.
3. Involve the students in solving problems given in exercises at the end of the unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to recite and perform the poem in front of their parents and siblings.
2. Give the students a new poem and help them learn it. Ask the students to come up with their own actions for each stanza of the poems. Ask each student to recite and perform that poem in the next class in front of the class.:

Appendix 1:

I have ten fingers (hold up both hands, fingers spread)
And they all belong to me, (point to self),
I can make them do things,
Would you like to see?
I can shut them up tight, (make fists),
I can open them wide, (open hands),
I can put them together, (place palms together),
I can make them all hide. (put hands behind back).
I can make them jump high, (hands over head),
I can make them jump low, (touch floor),
I can fold them up quietly, (fold hands in lap),
And hold them just so.

SAMPLE POEM

Rain is falling all around,
The roofs are wet and so is the ground,
I cannot hear any sound,
Rain is falling all around,
Rain, rain! Please go away,
Come again some other day,
Come in June or come in May,
Little children want to play.

TWO-CONSONANT CLUSTERS

'SK', 'ST'



STUDENT LEARNING OUTCOMES

- Recognize and pronounce, with reasonable accuracy, common two-consonant clusters 'sk' and 'st' in initial and final positions.

INFORMATION FOR TEACHERS

- In English, when two or three consonant letters are used together, it is called a consonant cluster. i.e., 'cl' in class, 'sch' in school.
- These clusters can be at the beginning of the word or the end of the word.
- Clusters at the beginning of the word are called "initial clusters" and at the end of the word are called "final clusters."
- Give students as much practice as possible by making use of consonant clusters in different words.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following letters on the writing board.
S - T - R - O - N - G
- Ask students randomly to identify each letter as a vowel or consonant.
- Now, write all the letters as a word like: STRONG
- Ask a few students randomly to pronounce the underlined consonants.
- Tell students that when different consonants come together and produce separate sounds, it is called a consonant cluster. A consonant cluster can come at the start of the word or the end of the word.
- Consonant clusters coming at the beginning of the word are called "initial clusters" and consonant clusters coming at the end of the word are called "final clusters".



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Divide the class into four groups and name them A, B, C, and D.
- Assign them the following words:
 - Group A: strip, best
 - Group B: clean, lamps
 - Group C: ants, student

- ◇ Group D: spoon, task
3. Ask the groups to brainstorm about the letters in the given words.
 4. Ask them to point out consonant clusters in the given words.
 5. Next, ask them to mention whether they are clusters at the initial position or final position.
 6. Review the answers with the whole class. Make sure all students understand the concept of consonant clusters and identify them both at initial and final positions.
 7. Appreciate them for their responses.

Activity 2:

10 Minutes

1. Write the following words on the writing board:
clouds, cats, speak, salt, score, step, fast, ask, skill.
2. Divide the class into pairs.
3. Ask pairs to do the following:
 - ◇ Identify consonant clusters.
 - ◇ Tell if the cluster is at the beginning of the word or the end of the word?
 - ◇ Is it an initial cluster or a final cluster?
 - ◇ Write the clusters in their notebooks.
4. Invite a few pairs randomly to share their answers with the whole class.
5. Next, review the answers as a whole group. Underline the consonant clusters in the words on the writing board:
clouds, cats, speak, salt, score, step, fast, ask.
6. Finally, ask students to think of one more example word for each consonant cluster, e.g., clean, rats, spoon, etc.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. When two or three consonant letters are used together and produce separate sounds, it is called a consonant cluster. i.e., cl in class, sch in school.
2. These clusters can be at the beginning of the word or the end of the word.
3. Consonant clusters coming at the beginning of the word are called “initial clusters” and consonant clusters coming at the end of the word are called “final clusters”.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
bring, black, skin, test, fresh, hand, stand, sky, trophy
2. Draw two columns like this:

Initial Clusters	Final Clusters

3. Ask students to copy the table in their notebooks and write appropriate consonant cluster words in the relevant column.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through a lesson of their choice in the textbook and find five initial cluster words and five final cluster words and write them in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

HARD AND SOFT SOUNDS OF LETTERS “C” AND “G”



STUDENT LEARNING OUTCOMES

- Articulate hard and soft sounds of the letters c and g.

INFORMATION FOR TEACHERS

- Competency: Formal and Lexical Aspects of Language.
- Soft ‘c’** is pronounced ‘s’ as in cell, city, mice, citrus, cylinder.
- A **hard ‘c’** is pronounced ‘k’ as in clock, correct, cup, cage, class.
- A **Soft ‘g’** is pronounced ‘j’ as in gaint, giraffe, gypsy.
- A **hard ‘g’** is pronounced ‘g’ as in golf, gun, great, gum, goat.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Pictures given at the end of the lesson plan starting with the letters ‘c’ and ‘g’ or the same things can be drawn on the writing board.



INTRODUCTION

5 MINUTES

- Ask the class: Tell the names of the things that start with letter c.
- (Answer: cap, car, cup, cow. Appreciate the children who give correct answers by saying good / very good).
- Tell them that the sound of letter c here is hard as it is pronounced as ‘k’.
- Name few things that start with letter ‘g’ (Answer: giraffe, gun, gate, goat, etc.)
- Tell them that giraffe has j sound it is **soft ‘g’**.
- While gun, gum, gate, goat sound is g so it is **hard ‘g’**.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Show the picture card 1 to children for soft ‘c’ sound and ask them: What can you see in the picture (Answer: two mouse/rats.) tell the children they are called mice when two are together.
- What can you see in the picture number 2 and 3 (Answer: city, cylinder).

1	2	3	4
A soft 'c' is pronounced 's'	A hard 'c' is pronounced 'k'	A soft 'g' is pronounced 'j'	A hard 'g' is pronounced 'g'
Cell, city, mice, cylinder	Clock, correct, cup, class, clap, cage, copy	Giraffe, gaint, gel	Gun, grass, gate

- Ask the class to clap for the child who has given a correct answer). Record the words on the writing board under the heading **soft 'c'**. (**Write the words on the writing board making four columns like this**):
- Inform them that if they sound of the above mentioned words in first column is 's' it is called the **soft c**.
- Where are you sitting? Answer: in the classroom.
- Tell the students that the 'k' sound is called a hard 'c'.
- Take a cap, cup, clock, copy and cat in the class or the picture cards to the class and ask them: What are these things called? Answer: cat, cup, cap, clock, copy. Appreciate them by asking to clap for correct answers given by students.
- Show the class a picture of a giraffe/gaint/gel. Ask them what is it. When they answer, write it in column 3.
- Tell the students that the sound 'j' is called a soft 'g'.
- Show gross, plastic gun or pictures and ask them what is it. When they answer write the words in column 4. Tell the students that the 'g' sound is a hard 'g'.
- A **soft 'c'** is pronounced 's'; A **hard 'c'** is pronounced like 'k'.
- A **soft 'g'** is pronounced 'j'; A **hard 'g'** is pronounced like 'g'.
- Read the words written on the writing board aloud.
- Correct the children if they pronounce it wrongly.

Activity 2:

10 Minutes

- Students will work in pairs and read the words written on the writing from the previous activity. They can give more words with the same sounds.
- Ask them to identify if the word has soft sound of letters c and g or hard sound of letter c and g.



CONCLUSION / SUM UP

3 MINUTES

Review the key points of the lesson with the whole class. Tell students that today they have practised the soft and hard sounds of c and g.



ASSESSMENT

5 MINUTES

- Ask the questions from the students:
 - Name a few things that start with **soft 'c'**
Answer: cell, city, mice, cylinder.
 - Name a few things that start with **hard 'c'**.
Answer: call, clock, cup, cage, class, copy.
 - Name a few things that start with **soft 'g'**.
Answer: giant, giraffe, gypsy

2. Name a few things that start with **hard 'g'**.
3. Answer: golf, gun, great, gum, goat, grass.
4. Involve the students in solving the problems given in the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Paste pictures or draw two things that start with **soft 'c'** and **'g'** or **hard 'c'** and **'g'**.
(Soft 'c') cell, city, **hard 'c'**: cup, cap, cream, clock, cage, class.
(Soft 'g') giant, giraffe, (hard 'g') goat, golf, gun.
2. Picture cards for activity 1: (bring newspaper cuttings / magazines for the following pictures. Do not cut from here).

PREDICTION



STUDENT LEARNING OUTCOMES

- Use pre-reading as a strategy to predict the text through the title and pictures.

INFORMATION FOR TEACHERS

- Give students text examples relating to real-life or their personal experiences.
- Use the pictures relevant to the text.
- Use low-cost and no-cost materials i.e., cuttings from newspapers, magazines, storybooks, etc.
- Predicting is when readers use text clues and their own personal experiences to anticipate what is going to happen next in the text.
- Use brainstorming and skimming during pre-reading.
- Consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Draw pictures of the following fruits on the writing board:
apple, banana, orange
- Tell students that these pictures have been taken from a lesson. Ask them to look at the pictures and guess what the lesson is about. Ask them to think of a title for the lesson. Use the following questions as prompts to help students think systematically:
 - What are the names of the objects drawn on the writing board?
 - What are these objects called as a group?
 - What is your favorite fruit?
 - Can you guess what are we going to learn in this lesson?
- Allow a few students to share their responses with the whole class. Tell students that pictures and titles help us guess what a story or text is about. They also help us guess what happens next in a story.
- Tell students that today they are going to practise this technique with the help of a few interesting activities.

**Activity 1: 10 Minutes**

1. Find the pictures of the four seasons from a picture book, newspaper, or magazine, i.e., spring, summer, winter, and autumn.
2. Write the following sentences on the writing board:
 - ◇ It is very hot.
 - ◇ Beautiful flowers are everywhere.
 - ◇ I need a warm jacket.
 - ◇ The leaves are falling down.
3. Divide the class into pairs.
4. Ask pairs to read the sentences written on the writing board for a couple of minutes.
5. Show the picture of seasons one by one.
6. Ask students to read the sentence related to the shown picture.
7. Ask students to predict the title of this activity.

Expected Answers: Seasons, weather, flowers

Activity 2: 10 Minutes

1. Write the following titles on the writing board:
School, Garden, Hospital
2. Divide the class into groups of five.
3. Assign a group leader to each group and tell the groups that these are titles of a few more lessons. Ask them to discuss and guess what information they may find in the lessons with these titles.
4. Show students the following picture and ask them to discuss what it is showing:



5. Write the following text on the writing board while students are discussing.
It is a place where sick people get treatment for their illness. It has doctors, nurses, ambulances, and medical staff. Sick people come here and take medicine to get cured. It has an operation theater, x-ray machine, and laboratory.
6. Tell the groups to read the text and predict the title after discussion in the group.
7. Invite group leaders to come up and share their responses with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We use prediction to judge something in advance.
2. We can use pictures or titles to predict the text.



ASSESSMENT

5 MINUTES

Show the following pictures to the students and ask them to predict what they show.

1. Picture of a man distributing letters.
2. Picture of a man driving a car.
3. Picture of the market.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to collect any five pictures from old books, newspapers, or magazines.
3. Ask them to paste them into notebooks and predict the title of each picture.

CRITICAL THINKING (POST-READING)**STUDENT LEARNING OUTCOMES**

- Use critical thinking to respond to the text (post-reading) by relating what is read to their own experiences.

INFORMATION FOR TEACHERS

- Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
- Post-reading activities are those in which students summarise, reflect or question what they have just read. They are ideal for building reading comprehension and there are several different activities you can do.
- Use content that is relevant to the students' environment.
- Consult textbook when and where needed.

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

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

**INTRODUCTION**

5 MINUTES

- Write the following text on the writing board:
The name of my country is Pakistan. It has four provinces. The names of the provinces are Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. The capital of Pakistan is Islamabad.
- Ask to read the text and identify the names of the places mentioned in the text.
- Ask a few students randomly to share their answers.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

- Write the following text on the writing board:
My name is Ali. I like to speak with my friends in English. My teachers help me to learn through games and activities. I know some poems and I love to sing these with my friends.
- Divide the class into pairs. Give students two minutes to read the text.
- While students are reading, write the following sentence starters on the writing board:
 - ◇ My name is -----
 - ◇ I like -----

- ◇ My teachers-----
 - ◇ I know -----
4. Ask pairs to complete the sentences with their own details after reading the text.
 5. Invite a few pairs to share their work with the whole class.

Activity 2: 10 Minutes

1. Write the following text on the writing board:
My house has three bedrooms, a kitchen, and a family room. There is a small garden in front of the house. I love to water the plants in the evening. I also have a white kitten as a pet. I call it “kitty.”
2. Divide the class into small groups.
3. Ask students to read the text from the writing board and discuss the following questions written on the writing board:
 - ◇ How many bedrooms are there in the house?
 - ◇ What other places are there in the house besides these three rooms?
 - ◇ What does he/she love to do in the evening?
 - ◇ What is the colour of the kitten?
 - ◇ What does he/she call the kitten?



CONCLUSION / SUM UP

3 MINUTES

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



ASSESSMENT

5 MINUTES

Ask the following questions randomly from the students, which they have discussed in the previous activity.

1. How does Ali learn?
2. What other places are there in the house besides these three rooms?
3. What does Ali sing with his friends?
4. What language does Ali want to speak?
5. What does he/she call the kitten?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to go through the first lesson in the textbook and find five nouns, five verbs, and five adjectives and write them on their notebooks and share them with the class the next day.

ALPHABETICAL ORDER



STUDENT LEARNING OUTCOMES

- Use alphabetical order to arrange words.
- Recognize alphabetical arrangement of words as preparation for glossary or dictionary use.

INFORMATION FOR TEACHERS

1. Alphabetical order helps developing dictionary skills. It also helps in making a list of items as in the attendance register.
2. The selection of words should be from the students' vocabulary. The list should be made by the students.
3. Make some worksheets for this lesson which help the students to learn the alphabetical order easily.
4. While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

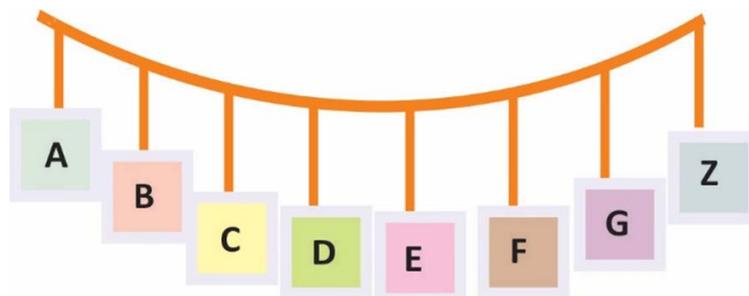
- Writing board, chalk/markers, dictionary, class attendance register, cloth peg, washing lines, each letter of the alphabet written on the individual flashcards.



INTRODUCTION

5 MINUTES

1. Tell students that words are made by a collection of letters. The arrangement of ABC is called the alphabetical order and that they will be learning to use the alphabetical order.
2. Tell students that they just need to recall the ABC for this lesson. Ask the class to join you in singing the alphabetical order song.
3. (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z... now I know my ABC, tell me what you think of me?)
4. Arrange the letters in alphabetical order on the washing line, asking children to chant/say the order as you put up the flashcards on the washing line.





DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Call five students randomly in front of the class. Make them stand in a line. Call out their names and give them numbers: 1st, 2nd, 3rd, 4th, and 5th.
2. Now, arrange them differently and ask the class to rearrange their positions.
3. Next, ask the students to write the first letter of their name on a large paper.
4. Ask these five students to stand in alphabetical order in front of the class by holding the letter in front of them. (Encourage children to take help from the alphabetical order put up on the washing line).
5. Ask the class to check if they are standing in alphabetical order or not. If they are not, then ask the class to arrange them accordingly.
6. Now, tell the class that the attendance register is also made in the same way. Show them the register and show the names of some students.
7. This will describe the concept of alphabetical order as well. Point out that when two names begin with the same letter then we decide based on second-letter order. e.g. Ali Saad and Ali Zahid. Similarly, when two words are starting with the same letter we decide the order based on the second letter e.g., deer, duck.

Activity 2:

10 Minutes

1. Write five words on the writing board. Try to ask this list from the students keeping in mind their age and interests. Ask the students to select the words from a given theme. For example, students select from the following words.

SPORTS, PLAYERS, CRICKET, FOOTBALL, GOAL

2. Write numbers from 1 – 5 under the words in alphabetical order. i.e. CRICKET comes first, so write 1 under cricket and so on.
 - ◇ Cricket
 - ◇ Football
 - ◇ Goal
 - ◇ Players
 - ◇ Sports
3. Write another five words on the writing board.
4. Ask some students to come in front and ask them to arrange the words in alphabetical order.
5. Help them out with the activity.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the class that alphabetical order is very important in many ways. It is very useful in daily lives. Show them the dictionary and tell them how to use the dictionary with the help of alphabetical order.



ASSESSMENT

5 MINUTES

1. Ask students to write the names of any five of their class fellows in alphabetical order. They need to check for the first and second alphabet.
2. Check the work and appreciate students for their participation.



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 names of five cities, five countries, five female and five male names, and arrange them in alphabetical order.

NOUNS



STUDENT LEARNING OUTCOMES

- Recognize naming words as nouns.
- Demonstrate use of some nouns from immediate and extended environment.

INFORMATION FOR TEACHERS

1. Definition of Noun: Noun is a part of speech that name persons, places or things. e.g. Man, woman, boy, girl, teacher, principal, coach, doctor or police officers.
2. Dog, cat, mouse, fish, snake, and bird are some examples of nouns that name animals.
3. School, museum, fire station, store and restaurant are some nouns that name places.
4. Table, desk, chair, blackboard, pencil and rug are some nouns that name things or objects.
5. Rule to Play: What is it? (kasauti): Choose some object from the classroom. (For example: a green chart paper on the wall) Do not tell anyone what object you have selected. The students will ask questions: Is it a girl? Is it boy? Is it on the wall? Is it green? etc. Reply with "YES" to the correct guess and NO to the wrong guess. The first student who guesses the object wins.
6. Time allocation is estimated and can change as per need of the activity.
7. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/markers, charts, textbook, Students' copies, pencils, rulers, wall clock/ wrist watch.



INTRODUCTION

5 MINUTES

1. Tell the students that you have an interesting game to play in class and the students must actively participate. The game is 'What is it?' (Kasauti).
2. Start the game by explaining that you will choose some object from the classroom.
3. You will not tell anyone what object you have selected.
4. The students will ask questions, one at a time, to find out about the object. Encourage all the students to ask questions.
5. The first student who guesses the object wins. Whole class claps for the winner.
6. Write name of the object on the writing board. continue playing the game for a few more objects.
7. Tell the students that the objects are called nouns. Ask them if they remember and tell what nouns are:

- After the students have given you their answers about nouns, explain to them that nouns are names of people, places or things.
- Call out some nouns and have the students say whether the noun is a person, place or thing. For example, you could call out the following nouns: tree, cat, school, and mother.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- For a written activity, ask the students to take out their notebooks.
- Ask students to draw three columns on the page.
- Write the word “People” on the blackboard and tell students to write the word “People” as the heading of the first column in their notebooks.
- Give 5 minutes to students to write the names of people in the school and their homes.
- Tell them to write at least six names with correct spellings during the time period.
- Repeat the same procedure for “Places”, “Things” and “Animals”.

Activity 2:

10 Minutes

- In this activity students share their lists with other students.
- Ask students to share the nouns they have written in pairs.
- All students check each other’s work with pencil and identify if any wrong word has been written.
- Students write the definition of noun in their note books. (Definition is given in Information for Teachers above. Students only write three to four examples of nouns in the definition).



CONCLUSION / SUM UP

2 MINUTES

- Give students a quick recap by asking them the definition and examples of nouns.



ASSESSMENT

5 MINUTES

- The students’ understanding of nouns can be assessed during the written activity. First, check if each student can make a list of nouns. Second, check if students can identify the nouns as a person, place, or thing.
- Students can be assessed at the end of week. Students can draw a picture and label the nouns in the given picture.
- Involve the student in solving problems given in exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

- Give students eight letters of the alphabet. Assign two letters each for names of persons, places and things. For example, ‘a’ and ‘m’ for places, ‘n’ and ‘d’ for persons, ‘t’ and ‘g’ for things and ‘s’ and ‘c’ for animals. Ask them to write one noun that starts from each given letter. Give this task as homework..

ANTONYMS



STUDENT LEARNING OUTCOMES

- Recognise and use words opposite in meaning.

INFORMATION FOR TEACHERS

- Similar means the same meanings. They are also called synonyms.
- Opposite words are also called antonyms. In grade III, we use direct opposites e.g. big/small, old/new, dirty/clean.
- Opposites are often adjectives as they describe (words) e.g. old book, small cat.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students randomly to tell:
 - Anything big in the class/anything small in the class.
 - Anything clean in the class/anything dirty in the class.
 - Anything dull/black/dark in the class/anything (bright/white/ colourful) in the class.
 - Anything new in the class/anything (old) in the class.
- After this activity tell the students that they will be standing about similar and opposite words that day.
- Write the words “antonyms” (words with opposite meanings) and “synonyms” (words with similar meanings) on the writing board and ask the students to copy them in their notebooks.
- Tell them that opposite words are also called antonyms and similar words are also called synonyms.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board:
old, long, difficult, big, hard, tall, heavy, new, small, beautiful, cold, short.
- Ask students to work in pairs and match the antonyms from the given words.

3. Move around and support them where required.
4. Once they are done, invite 3 – 4 pairs to share their work with the whole class.

Activity 2: 10 Minutes

1. Draw two columns on the writing board as shown below and ask students to draw the same in their notebooks e.g:

Words	Opposite words
Big	
Day	
Good	
Young	
Short	

2. Now, ask students to guess the opposite words of the words written in column 1.
3. Tell them to discuss their answers in pairs.
4. Ask a few students to share their responses with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Review the key points of the lesson with the whole class.



ASSESSMENT

5 MINUTES

Ask students:

1. What are antonyms?
2. Think of antonyms of old, tall, hot, soft, up



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to make sentences of their own using the following words as homework:
 - ◇ old long difficult
 - ◇ big hard tall
 - ◇ heavy new small
 - ◇ beautiful cold short

SYLLABIC DIVISION



STUDENT LEARNING OUTCOMES

- Understand the syllabic division of a word for learning words' meanings.
- Write syllabic division of a word for learning words' meanings.

INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with a single pulse of tongue e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. The syllabic division helps in understanding pronunciation, spelling, and meaning of words.
3. Syllables are also used as prefixes and suffixes. . Prefix comes at the start of the word and suffix comes at the end of the word.
4. While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write the following words on the writing board:
helpful, incomplete, unlock.
2. Ask students to pronounce these words loudly.
3. Now write the words as follows:
help-ful, in-comp-lete, un-lock
4. Ask students to pronounce the words again in parts as shown.
5. Tell students that when we separate a word to the smallest part which can be pronounced in a single pulse of the tongue is called a syllable.
6. The syllables "ful", "in" and "un" are also called prefixes and suffixes. Prefix comes at the start of the word and suffix comes at the end of the word.
7. Ask students to guess the meanings of the prefixes/ suffixes and then use them to guess the meanings of the words. Give them an example: do, un-do (un changes the word do into an antonym).
8. Tell students that today they are going to practise dividing words into syllables to understand their meanings.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing board:
Beauti-ful , un-happy , dis-connect , un-like , comfort-able
2. Divide the class into pairs.
3. Ask students to notice the words on the writing board and identify syllables showing suffixes and prefixes.
4. Ask random pairs to share their answers.
5. Write the following table on the writing board:

Syllable (Affix)	Meaning
ful	complete
un	not
dis	without
able	having the quality

6. Tell students that when affixes add as a syllable with a word they change the meaning of that word.

Activity 2:

10 Minutes

1. Write the following words and affixes on the writing board:
Words: **happy, wonder, like, kind, truth, respect**
Affixes: **dis, un, ful, able**
2. Divide the class into groups.
3. Ask groups to combine an affix with a word to make a new word.
4. Ask group leaders to share the answers of their groups with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. One syllable word involves one pulse of the tongue.
2. The syllabic division helps in understanding pronunciation, spelling, and meaning of words.
3. Syllables are also used as prefixes and suffixes. Prefixes come at the start of the word and suffixes come at the end of the word.



ASSESSMENT

5 MINUTES

1. Draw the following table on the writing board:

Column A	Column B
respect	un
honest	ful
fruit	dis
healthy	able

2. Ask students to match the words with the right affixes and write the complete words in their notebooks.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out ten words using affixes as syllables.
2. Tell them to share their work in the upcoming class.

PUNCTUATION AND SPELLINGS



STUDENT LEARNING OUTCOMES

- Write sentences of their own using correct capitalisation, punctuation and spellings.

INFORMATION FOR TEACHERS

- Capitalization for beginning sentences and for proper nouns.
- Punctuation features to be re-introduced to grade III: full stop, question mark, speech marks, exclamation marks.
- Tell the students that they are going to write about themselves and their families.
- In this lesson they will be taught possessive helping verbs (has, have) and pronouns (I, you, we, they, he, she, it) etc.
- Students will check each other's work for correct capitalisation, punctuation and spellings.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks, markers, attached worksheet, textbook etc.



INTRODUCTION

5 MINUTES

Ask the students:

- How many brothers and sisters do they have?
- How old are they?
- Do they have relatives other than parents, brothers and sisters, who live with them in the same house? For e.g. grandparents, uncles or aunts?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Draw worksheet I on the writing board and ask the students to draw the tree in their copies.
- Once they have finished drawing and writing ask them to fill the worksheet.
- While the students do their work monitor and help the students.
- When students are finished with the first tree worksheet, exchange their first tree worksheet, exchange their work with their pair. Ask students to write sentences about their

friend using information on the tree.

- Recap the punctuation and capitalization rules. Tell the students that 'have' is used for I, You, We and They. While has is used for She, He, and It. I, me, you, we, they, them, their, he, his, him, she, her are pronouns.
- Make students practice this by repeating after you several times: 'I have, we, you have, they have, she has, he has, it has.'
- Draw this table on the writing board and do an oral drill of a few sentences using the information from any one of the tree diagram.

He, she, it
I, me, you, we, they
Has
Have
Is

- e.g. She has two brothers. He likes mangoes. They have a house in the village.
- Now ask the students to write five sentences about their friend using information given in the tree diagram.

Activity 2:

10 Minutes

- Ask students to choose and write about any member of their family.
- Encourage them to choose someone that they have never written about before.
- Discuss with them what 3 or 4 pieces of information will be most interesting for their paragraph (instead of just writing about how old they are and what time they wake up.
- A paragraph should be interesting and carry unique information about the topic.)

For example:

- Does the person they are writing about have a nickname?
- How does that person spend time with you?
- What does he/she say to you?
- Does that person have any habits that you like or dislike?



CONCLUSION / SUM UP

3 MINUTES

Ask them:

- What should we remember when beginning a sentence?
- Where else do we use capital letters? Give examples.



ASSESSMENT

5 MINUTES

Ask the students to exchange and read each other's work in pairs.

- Tell the students to check capitalisation, punctuation and spelling mistakes and write again, after the first checking, keeping the corrections in mind.
- Involve the students in solving problems given in exercise at the end of unit/chapter.



1. Ask the students to write a paragraph about their families.
2. You may decide to leave out the second and third blanks in the tree diagram (place and date of birth).
3. You can add a fill in the blank: Other relatives living with you _____.

WORKSHEET

Fill in the blanks.

Name: _____

Place of Birth: _____

Date of Birth: _____

Brothers and Sisters: _____

Favorite Things: _____

Interesting Story: _____

PARAGRAPH WRITING USING MIND MAPS



STUDENT LEARNING OUTCOMES

- Write a guided paragraph using the technique of mind-map.

INFORMATION FOR TEACHERS

- A mind map, or spider diagram, is a strategy for making notes on a topic, before writing.
- It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes randomly on the paper.
- Mind maps make writing essays and paragraphs easy as they help gather ideas easily and structure those ideas.
- Use mind maps for both guided and free paragraph writing activities with students.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

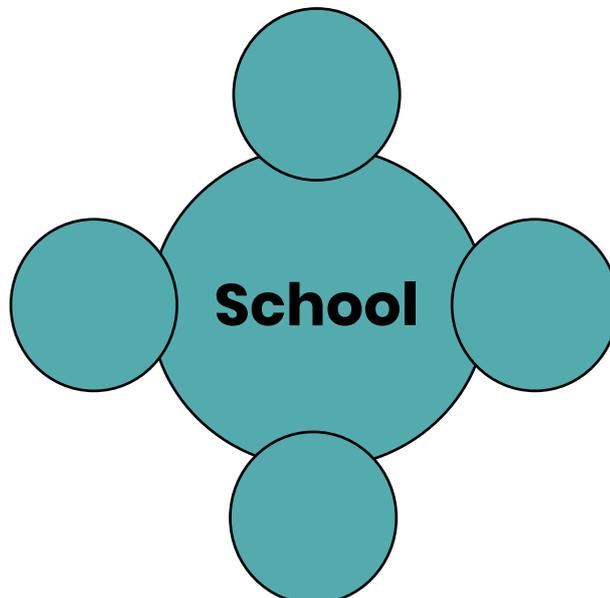
- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Draw a mind map (spider diagram) on the writing board. (See the following as an example):



2. Ask students to say some words related to school.
3. Write those words in the mind map drawn on the writing board.
4. Now tell students that the figure drawn on the writing board is called a mind map and it is used to gather ideas about a topic.
5. Tell students that they are going to use the mind map to write a paragraph on “School”.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following topics on the writing board:
School, Garden, Hospital, Classroom, Playground
2. Divide the class into five groups and assign a topic to each group.
3. Assign a group leader to each group to monitor the activity.
4. Ask the groups to make a mind map of their given topic by generating ideas about it i.e., place, people, objects, activity, etc.
5. Ask each group leader to share the points they have written in their mind map with the whole class.
6. Guide and facilitate the groups during the activity.

Activity 2:

10 Minutes

1. Ask students to remain in the same groups.
2. Ask them to make a sentence on each point they have written in their mind map.
3. Ask group leaders to share their sentences.
4. Now, ask groups to sort out their sentences in sequence.
5. After completion of this part, tell the groups to share their paragraph with other groups.
6. Guide and facilitate the groups during the activity.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. A mind map, or spider diagram, is a strategy for making notes on a topic, before writing.
2. Mind maps make writing paragraphs easy as it helps gather ideas and structure them.



ASSESSMENT

5 MINUTES

1. Ask students to make a mind map on the following topic:
My Family.



HOMEWORK / FOLLOW UP

2 MINUTES

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

LONG AND SHORT VOWEL SOUNDS



STUDENT LEARNING OUTCOMES

- Pronounce long and short vowel sounds.

INFORMATION FOR TEACHERS

1. There are five vowels in English. They are: a, e, i, o, u; the letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange, and 'u' as in umbrella.
2. Minimal pair: Minimal pairs are pairs of words or phrases that differ only in one sound in a word and have different meanings. Practicing minimal pairs can help recognize the differences in pronunciation between one word and another. Minimal pairs are for both vowels and consonants. In this lesson, the focus is only on vowel minimal pairs.
3. The teacher needs to have the following long and short vowel sounds in mind. They will help her/him in teaching vowel sounds effectively.

Short and long vowel sounds

There are five short vowel sounds.

Sound	Example
Short 'e'	pen, hen
Short 'i'	it, in
Short 'o'	top, hop
Short 'u'	under, cup

Six long vowel sounds

Sound	Example
Long 'a'	bark, park
Long 'e'	seed, feed
Long 'o'	horse, lock
Long 'u'	school, tool

4. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, big cut-outs of the long and short vowel sounds made of card paper, textbook, etc.



INTRODUCTION

5 MINUTES

1. Introduce the vowels: Write vowels a, e, i, o, u on the writing board. Inform students that there are five vowel letters in the English Language with which we add 'an' if the word

starts with vowel letters or sound.

2. Pronounce the sound of letters like this: Letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange, and 'u' as in umbrella.
3. Place your hand on the writing board and draw its outline. Write a, e, i, o, u on the top of fingers and thumb to make the hand span. Students must make this in their notebooks.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask children to tell some words that start with the vowel 'a'. (as a teacher you have to make sure that you pick only those words which start with short vowel sound of a) Do the same for e, i, o, and u.

2. Record their answers on the writing board like this:

Short e	Short i	Short o	Short u
egg, elephant	ink, insect	orange, ox	umbrella

3. Inform students that these are words that start with short vowel sounds.
4. Students must make this table in their notebooks.

Activity 2:

10 Minutes

1. Write the word need, fan, park, short, horse on the writing board.
2. Underline vowel letters in these words like need, fan, park, short, horse.
3. Refer to the instruction for teachers for clear understanding.
4. Record the answers in a table on the writing board.
5. When the vowel sound is long, as long -e- in beet, feet, long -o- in horse, lock, long -u- in food is they are called long vowel sounds.
6. Repeat the long vowel sounds aloud at least five times.
7. Correct for pronunciation.
8. Ask all students to make the table of words in their notebooks.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the session by telling the students that we have practiced short and long vowel sounds. It is important to note short and long vowel sounds while pronouncing certain words.



ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during both activities above.
2. Involve the students in solving the problems given in the exercise of the relevant unit of the textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to recite the short vowel sound and long vowel sound poems with students at regular intervals.
2. Write one short and one long vowel sound word for 'a', 'e', 'i', 'o', 'u' and also add 'a' or 'an' to it as a home assignment.

INTENSIVE READING



STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to predict what follows in the text using context.

INFORMATION FOR TEACHERS

- Intensive reading requires that students try to understand the text thoroughly.
- Intensive reading involves learners reading in detail with specific learning aims and tasks.
- Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
- Intensive reading activities include skimming a text for specific information to answer true or false statements or to filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs, and then reading them carefully to put them into the correct order.
- Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.
- Intensive reading strategies help in predicting what happens next by using the context.
- 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, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following text on the writing board:

I was very hungry. I needed something to eat. I asked my mother to cook food. She cooked delicious food after 30 minutes and

- Ask students to read the text quickly and predict what would have happened next.
- Expected Answers: I ate food. I washed my hands. I drank water. etc.
- Tell students that reading a part of the text and understanding its situation/ context helps us guess what happens next in the story/ text.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following text on the writing board:
Once there was a fox. It was very hungry. It went here and there in search of food. But it could not find food anywhere. Soon it came to a garden and found some branches of grapes.....
2. Divide the class into groups of five students.
3. Ask groups to read the text written on the writing board.
4. Write the following question on the writing board while the students read.
 - ◇ Who was hungry?
 - ◇ What had it needed?
 - ◇ Where did it go in search of food?
 - ◇ What did it see in the garden?
5. Ask groups to discuss the questions written on the writing board and find the answers.
6. Invite some groups randomly to share their answers.

Activity 2:

10 Minutes

1. Tell students to remain in the same groups.
2. Ask groups to read the text again and predict what might happen next by using the context of the text.
3. Write the following prompt on the writing board while students are predicting.
 - ◇ The fox ate the grapes and
 - ◇ The fox could not eat the grapes as
4. Ask groups to predict one possible result and complete the prompt by using the context.
5. Invite groups randomly to share their responses.



CONCLUSION / SUM UP

3 MINUTES

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



ASSESSMENT

5 MINUTES

1. Write the following story and read it to students:
Once there was a crow. It found a piece of meat. It flew with it and sat on a branch of a tree to eat it. Soon a fox came and saw the crow with the piece of meat. Fox wanted to take that piece of meat. It told the crow that it had a beautiful voice, could it sing a song?
The crow.....
2. Ask students to predict what might have happened next after Fox's offer?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write the following story on the writing board:
Once there was a dog. It was very hungry. It went here and there in search of food. Soon he came
3. Ask students to copy the story on their notebooks and complete it as homework by predicting what will happen next.
4. Ask students to show their work in the next class.

Month

2

CONJUNCTIONS & POSSESSIVE ADJECTIVES



STUDENT LEARNING OUTCOMES

- Recognise the functions of joining words (conjunctions).
- Recognise and use words showing possessions as possessive adjectives.

INFORMATION FOR TEACHERS

1. Conjunction (or a joining word) is a word that connects words or sentences.
2. 'And' is used for addition, e.g.,
 - ◊ Ahad and Ali
 - ◊ Chocolates and toffees
3. 'Or' is used for alternatives, e.g.,
 - ◊ Ahad or Ali
 - ◊ Milk or tea
4. 'But' is used for contrast (opposite), e.g.,
 - ◊ I have chocolate but I want to eat toffees.
5. 'Because' is used to express reason, e.g., I watch T.V because I like it.
6. The possessive adjectives that are used in the English language are: my, your, our, its, her, his, and their; each one corresponds to a subject pronoun. They are words that modify a noun to show a form of possession, a sense of belonging or ownership to a specific person, animal, or thing.
7. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write a sentence on the writing board leaving the word 'and'. For example:
2. I have a pencil a rubber.
3. Ask students to tell what will complete the sentence.
4. Explain the function of joining words here. (Two or three sentences should be written on the same pattern for a better understanding of students).
 - ◊ I like chocolates (but) Sana dislikes them.
 - ◊ Ali likes ice creams (because) he likes cold things.
 - ◊ Ali (and) I buy things to eat from the market (or) school.

**Activity 1: 10 Minutes**

- Review the concept of conjunctions with a few more examples.
- Ask students to take out their pencils and erasers/notebook/colour pencils or anything that they have with them.
- Ask a few students to tell in a sentence two things they have. Responses would be:
 - ◇ I have a pencil and a rubber.
 - ◇ I have a book and a few colour pencils.
 - ◇ I have a lunch box and a water bottle.
- Explain how 'and' joins two words.
- Next, write the following sentences on the writing board.
- Ask students to work in pairs and fill in the blanks with the correct conjunctions.
 - ◇ Red _____ blue are colours. (and, or)
 - ◇ I think he is three _____ four years old. (and, or)
 - ◇ I am tired _____ I will go to bed. (but, so)
 - ◇ The girl is happy _____ she has some ice cream. (because, but)

Activity 2: 10 Minutes

- Introduce the concept of possessive adjectives using the following table and examples:

Subject	Object	Possessive Adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

- Tell students that we use possessive adjectives:
 - ◇ to show **something belongs** to somebody:
 - ◇ This is **our classroom**.
My bag is very old.
 - ◇ for **relations and friends**:
 - ◇ **My mother** is a teacher.
How old is **your brother**?
 - ◇ for **parts of the body**:
 - ◇ She has broken **her arm**.
He is washing **his hair**.
I need to brush **my teeth**.
- Tell students that the possessive adjective **its** does **not** have an apostrophe ('):
 - ◇ That bird has broken **its** (NOT it's) wing.
 - ◇ (it's always means it is or it has.)
- Now, ask students "What's your name?" Write this on the board: "My name is..."
- Give students more practice by extending it to "What's my/ his/ her/ its name?" and "What are our/ their names?" "What's his mother's name?", "What are our pets' names?" etc.



CONCLUSION / SUM UP

3 MINUTES

1. Review the definitions of conjunctions and possessive adjectives with a few more examples.
2. Tell students that these words are very common in English and are used frequently in everyday conversations..



ASSESSMENT

5 MINUTES

Give students the following sentences and ask them to underline joining words (conjunctions) from them.

1. I cannot go with you _____ I am ill.
2. Ali is a poor man _____ he is very generous.
3. Hina has two _____ three brothers.
4. The man picked up his umbrella _____went away.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write the following sentences and ask the students to underline conjunctions and possessive adjectives as a home assignment.
 - ◇ Ayesha has a cup and a spoon in her hand.
 - ◇ She likes to watch cartoons and children's programmes but her TV is out of order these days.
 - ◇ Can you please give me a pen or a pencil? I forgot my bag at home.
 - ◇ We have not eaten our lunch, but we have chips and chocolates.

ANAGRAMS



STUDENT LEARNING OUTCOMES

- Make anagrams from simple one-syllable words.

INFORMATION FOR TEACHERS

- An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, the word race can be rearranged into care, and the word keen can become knee!
- An anagram can help create different words from a word, e.g., bring = in, ring.
- One syllable word is a word that can be pronounced with a single pulse of the tongue.
- Anagrams are very interesting and students love creating anagrams.
- Try to use words for anagrams from student's daily life.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

6 MINUTES

- Tell students that they are going to play a game to make new words by rearranging the letters of a word.
- Write the following words on the board:
are, tea, cat
- Ask students to work in pairs and make one new word from each word by rearranging its letters.
- Once they are done, invite a few pairs to share their answers with the whole class.
- Review the answers with the class: are=ear, tea=eat, cat=act
- Tell students that when we rearrange the letters of a word and make a new word, it's called an 'anagram'.
- Now, write the following words on the writing board:
nation = in, on, at, not, tan
- Ask students to read the words and tell what unique thing they see in these words.
- Elicit that these words are made of the one word "nation". When you break a word into different words by rearranging its letters, it is also called an anagram.
- Tell students that they are going to do some anagram activities in this lesson.



DEVELOPMENT

20 MINUTES

Activity 1:

8 Minutes

1. Review the definition of anagram.
2. Write the following examples on the writing board:
dusty = study
inch = chin
state = taste
below = elbow
car = arc
meat = team
3. Remind students that we can also create many words from a single word by rearranging its letters.
4. Write the word '**simple**' on the board.
5. Now, show students how we can create many different words using the letters of the word 'simple', e.g.:
sim, sip, lip, slip, slim, pile, mile, lime, slime, smile
6. Tell students that the rule is that we use the letters of the original word only to create new words by rearranging those letters.

Activity 2:

12 Minutes

1. Write the following words on the writing board:
part, pairs, run, pat, note, was, won, who, night
2. Divide the class into pairs.
3. Tell pairs to make a new word from each word written on the writing board by rearranging its letters.
4. As the pairs work, move around and assist them where needed.
5. Once they are done, allow 3 – 4 pairs to share their words with the whole class.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, are into ear and thing into night.
2. An anagram can also help create different words from one word .i.e. inch = chin, in.



ASSESSMENT

3 MINUTES

1. Write the following word on the writing board:
EASY
2. Ask students randomly to make different words from the word written on the writing board.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to go through their textbooks and find at least five words and make anagrams from those words.
3. Ask students to share their work in the next class..

SIMPLE SENTENCES



STUDENT LEARNING OUTCOMES

- Make simple sentences by using SV (Subject and verb) structure.

INFORMATION FOR TEACHERS

- The term “subject” is called a doer of the action in English grammar; “verb” refers to an action or a state of being something.
- It is very important to give students practical examples in understanding these two terms.
- Give students as much practice as possible in making simple sentences.
- Help them understand how a simple sentence consists of a subject and a verb, e.g., I (subject) smile (verb).
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following sentence on the writing board:
 - I play.
- Ask a few students to read this sentence aloud.
- Now, ask students the following questions:
 - What are the meanings of the words “I” and “play”?
 - What do we call these words in grammar?

Expected answer: words, noun, subject, action, etc.
- Explain to them that:
 - The word “I” is a subject and is the doer of the action. A subject comes at the start of the sentence.
 - The word “play” is a verb and shows action or state of being something.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board:

sing, he, eat, drink, you, Ali, walk, they, write, it, work, she

2. Divide the class into pairs.
3. Ask students to read the words and identify the subjects and verbs.
4. (hint: verb shows action)
5. Tell students to complete the following table:

Subject	Verb

6. Once they have completed the table, review the answers with the whole class.
7. Then, ask students to make simple sentences using the words from both columns.
8. Ask a few pairs to share their work with the whole class..

Activity 2:

10 Minutes

1. Write the following words on the board:
Subject: **I, we, you, they, he, she, it, Bilal**
Verbs: **run, sleep, smile, walk, read, write, speak**
2. Ask students to continue working in the same pairs and make simple sentences using the given subjects and verbs. Do one as an example for them: I run.
3. Once they are done, allow 3 – 4 pairs to share their work with the whole class.
4. Appreciate students for their participation..



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. The term “subject” is called a doer of the action in English grammar.
2. The subject comes at the start of the sentence.
3. “Verb” in grammar refers to an action or a state of being something. In English, it comes after the subject.



ASSESSMENT

5 MINUTES

1. Write the following verbs and subjects on the writing board:
drink, cat, he, run, we, work, laugh, you.
2. Invite a few students to come up and do the following:
 - ◇ Underline the subject
 - ◇ Circle the verb
 - ◇ Use both in a simple meaningful sentence.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through their textbooks and find five subjects and verbs. Use these subjects and verbs in simple sentences.
2. Ask students to share their work in the next class.

NARRATIVE PARAGRAPH



STUDENT LEARNING OUTCOMES

- Write a simple narrative paragraph.

INFORMATION FOR TEACHERS

- Narration is a story that is written to explain what, when, and who did something.
- Narrative paragraphs are usually written in chronological order/sequence.
- Words like soon, later, then, after should be used to show the timing of the action.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students if they have ever heard stories from their grandmothers or anyone else.
- Ask them if they liked those stories or not.
- Ask for their comments e.g., what was so enjoyable about those stories?
- Relate this experience to the current lesson of narrative writing saying that the story is a narrative.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Brainstorm to find a topic that will be of interest to the class e.g. kittens, rabbits, etc.
- Ask students what they know about the topic.
- Ask them to make a story on the topic.
- Remind them that a narrative or a story has a problem that is then solved at the end (sometimes it is not solved).
- Think of a problem:
 - What if your kitten got lost or locked up in a cupboard by mistake?
 - How would the kitten feel?
 - Who would rescue the kitten? Or will she find a solution to her problem herself?

6. Write down the topic sentence which expresses the main idea.
7. Add 3 more sentences using the information noted on the writing board (the ideas given by the students).
8. Use transition devices (then, after, later, as soon as, etc.) to show the order in which the events occurred.
9. Write a sentence that would sum up the idea

Sample:

10. Once I had a rabbit. One day I lost it.
11. Ask the students to complete it individually.
12. More around and help those who have problems in paragraph completion.
13. Once they have completed, ask some students randomly to come in front and read aloud the written paragraph.
14. Appreciate them for their work.

Activity 2: 10 Minutes

1. Divide the class into groups of 4 – 5 students.
2. Assign a different topic to each group from those suggested by the class and noted on the writing board.
3. Ask the groups to write a narrative paragraph on the demonstrated pattern, with each member contributing one sentence.
4. Ask the groups to share their work with the whole class, by one member reading out the group's paragraph loudly.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students to read out their paragraphs.
2. Ask students what they have learnt during the lesson. They should be able to talk about the contents of the paragraph, besides the structure.



ASSESSMENT

5 MINUTES

1. Write the following sentence on the writing board.
Aslam gets up early in the morning.
2. Ask students to read it and then write a few sentences about their morning routine.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write a narrative paragraph on 'My Birthday' in their notebook and share it with the class the next day.

ORDINAL NUMBERS



STUDENT LEARNING OUTCOMES

- Write ordinal numbers from 50–100 in words.

INFORMATION FOR TEACHERS

- The numbers which give us the order of an object are called ordinal numbers. Ordinal numbers tell the position of an object in a sequence rather than their quantity.
- Ordinal numbers are essential to learning life skills.
- They help us in counting.
- Some examples of ordinal numbers are first, second, third, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- White/blackboard, charts of ordinal numbers, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

- Make a row of five shapes.
- Tell students to count how many shapes are in the row.
- Explain that you can identify where the shapes are in line by using ordinal numbers. Then point to each shape and say: first, second, third, fourth, fifth.
- Have volunteers point to different shapes based on your directions. For example, say: Point to the second shape in the row.
- Ask questions such as: Where is the tenth shape? How many shapes are in the second row?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask 10 volunteers to line up facing the class.
- Have them turn to face right and count 1 to 10 as you touch each student's shoulder.
- Then give each student the corresponding ordinal card showing the ordinal number in words.
- Read the ordinal number, and have students repeat after you.
- After all ten children in line have been given cards, ask questions such as: Who is fourth in line? Who is sixth in line?

- Then have children mix up and ask volunteers to help you rearrange them in the correct order.

Activity 2:

10 Minutes

- Write the following words on the writing board:
1st, 2nd, 3rd, 4th
- Ask students to read aloud these numbers.
- Tell them that there are two ways to write numbers.
 - 1st, 2nd, 3rd, 4th
 - First, second, third, fourth
- Show a chart with ten objects with numbers in words.
- Ask students to count the numbers and help them read the number in words.
- Then, ask them to copy the numbers in words.
- Next, ask to learn the spelling by noticing the sounds and write the numbers in words.
- Show pictures with different numbers of objects; ask students to write correct numbers in words.
- In the same way, ask the students to write numbers from 50 to 100 in words. 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.
- Ask students to copy ordinal numbers in words.
- Ask students to learn the spelling and write the ordinal numbers in words.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- The numbers which give us the exact position of an object are called ordinal numbers. Ordinal numbers tell the position of objects rather than their quantity.
- Ordinal numbers are essential to learning life skills.
- They help us in counting.
- Some examples of ordinal numbers are first, second, third, etc.



ASSESSMENT

5 MINUTES

- Ask a few students randomly to come in front and write the following ordinal numbers in words.
55th, 73rd, 82nd, 91st



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write ordinal numbers from 50-100 in words in their notebooks.
- Also, take help from the relevant exercises/ activities of the textbook.

SPEECH BUBBLES



STUDENT LEARNING OUTCOMES

- Write guided sentences in speech bubble and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

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.
- Different types of speech bubbles are as under.



- 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, flashcards, chart, textbook, etc.



INTRODUCTION

5 MINUTES

1. Draw some speech bubbles on the writing board.
2. Ask students about these bubbles if they know about them.
3. Explain what are speech bubbles and what is their use?
 - ◇ Speech bubbles demonstrate what someone is thinking, saying, or doing.
 - ◇ Speech bubbles are a substitute for writing long sentences.
 - ◇ Speech bubbles are very interesting and fun.

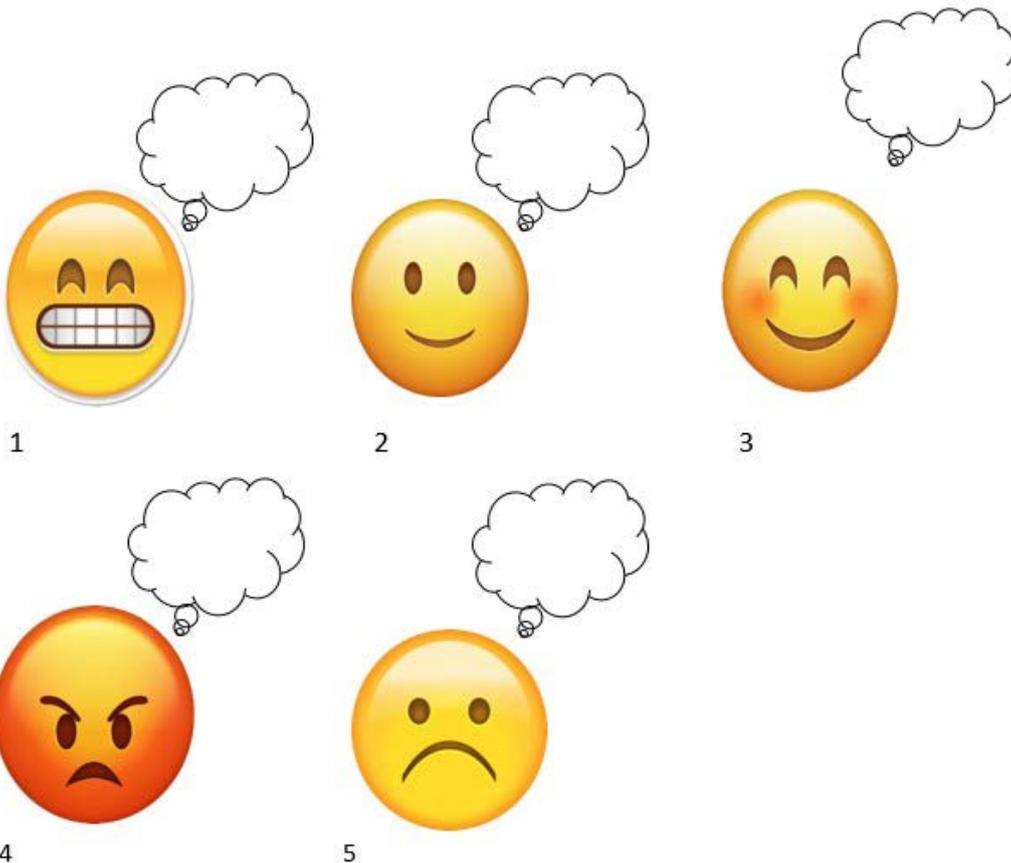


DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

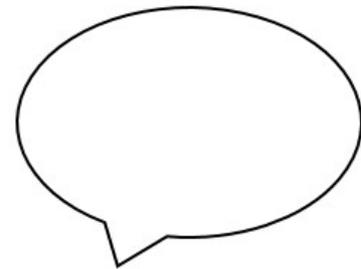
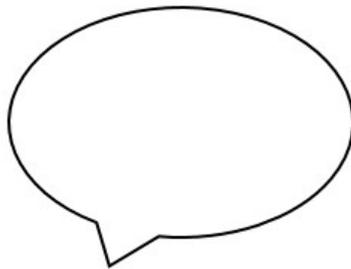
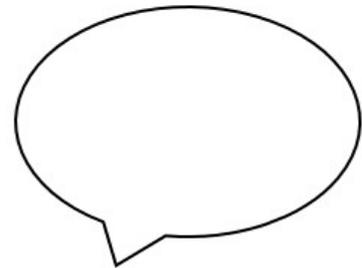
1. Prepare a chart containing different emojis with speech bubbles as given below.



2. Paste the chart on the writing board.
3. Ask students to work in pairs and write suitable words for the emoji in the blank speech bubbles.
4. Encourage active participation of all students.

Activity 2:**10 Minutes**

1. Divide the class into six groups.
2. Ask each group to fill in the following speech bubbles in the form of a dialogue between two friends:



3. Help students during this activity if they face difficulty while filling it.
4. Once they are done, invite a representative of each group to present their work to the whole class.

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

Conclude the lesson by telling the students that:

1. Speech bubble is a round shape next to the head of a character in a cartoon inside which the character's words or thoughts are written.
2. Speech bubbles are useful for vocabulary development communication and role play.
3. It is an interesting and interactive activity tool for students.

**ASSESSMENT****5 MINUTES**

1. Draw the following pictures with speech bubbles on a chart and display it for students:

<div data-bbox="379 197 603 318" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="336 369 547 405">It is very cold.</p> 	<div data-bbox="959 197 1182 318" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="938 353 1102 389">Leaves fall.</p> 
<div data-bbox="360 707 584 828" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="312 891 435 927">It is hot.</p> 	<div data-bbox="946 707 1169 828" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="938 864 1166 900">Flowers bloom.</p> 

2. Ask students to fill in the speech bubble with the name of the season shown in the pictures.



HOMEWORK / FOLLOW UP

2 MINUTES

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

DESCRIBING EVENTS



STUDENT LEARNING OUTCOMES

- Describe events in a picture or an illustration.
- Write a few simple sentences to describe/show sequence in a picture.

INFORMATION FOR TEACHERS

1. Picture description is an interesting activity for the students. It helps them to learn new things in an interesting way.
2. Write a simple title that summarizes the picture.
3. Add details of the picture i.e., people, things, date, place, etc.
4. Make at least one sentence on each detail.
5. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Show the following pictures to students.



2. Ask students the following questions:
 - ◇ How many pictures can you see?
 - ◇ What things do you see in the pictures?
 - ◇ What do these pictures show?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Show the students the following picture:



2. Divide the class into five groups.
3. Ask groups to see the picture and discuss what they see in the picture. i.e., people, things, etc.
4. Ask different students from each group about different things they see in the picture.

Activity 2: 10 Minutes

1. Tell students to remain in the same groups.
2. Ask students to make one sentence that describes one event/ action shown in the picture. i.e.
 - ◇ A shopkeeper is selling vegetables.
 - ◇ A girl is buying meat.
3. Invite group leaders to come up and share their group's work.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the class that:

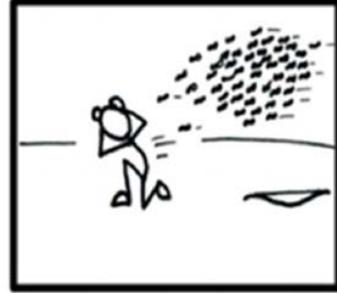
1. We can use pictures to describe different events, people, things, etc.
2. Picture description also helps in writing simple sentences.



ASSESSMENT

5 MINUTES

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



2. Tell students to work individually.
3. Say: "Look at the pictures and number them in a sequence (1, 2, and 3) that forms a story".
4. Randomly ask a few students to tell what is happening in the picture story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find two pictures of their choice from the textbook and do the following:
 - ◇ Describe the actions/ events shown in the picture.
 - ◇ Make a sentence on each item shown in the picture.
2. Tell students to show their work in the next class..

WEAK FORMS OF HAS, HAVE



STUDENT LEARNING OUTCOMES

- Recognise and pronounce the weak forms of has, have, and negative to develop fluency of speech.

INFORMATION FOR TEACHERS

- 'Has' and 'have' have weak forms when they are used in contractions. i.e. haven't, hasn't.
- 'Has' and 'have' have strong forms when they are not used in contractions.
- Contractions are commonly used in oral communication and help increase fluency.
- The strong forms of 'has' and 'have' are commonly used in written language or formal conversation.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following sentence on the writing board:
 - You have done it.**
- Ask students to read the sentence written on the writing board.
- Now write the following sentence on the writing board:
 - You've done it.**
- Ask students to read the sentence again.
- Now ask students to tell the difference between the two sentences.
- After taking a few responses, explain that the strong form of 'have' is used in the first sentence and the weak form of 'have' is used in the second sentence. That makes the second sentence sound faster and more fluent.
- The weak forms of has/ have are mostly used in everyday speech when these are not used as main verbs.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Review the following table with the whole class:

Words	Weak Forms	Negative
has	he has = he's, she has = she's, it has = it's	has not = hasn't
have	I have = I've, you have = you've, they have = they've, we have = we've	have not = haven't

- Write the following sentences on the writing board:
 - I have done my work.
 - I haven't eaten lunch.
 - She's a doll.
 - He hasn't passed.
 - You've written a letter.
- Divide the class into pairs.
- Ask pairs to first read the sentences written on the writing board and then identify weak and strong forms of 'has' and 'have'.
- Tell students to refer to the table for understanding.
- Ask a few pairs to share their answers with the whole class.

Activity 2:

10 Minutes

- Write the following sentences on the board:
 - I have won the match.
 - You have drunk water.
 - She has not sung a song.
 - They have not arrived.
 - We have not written a letter.
 - He has finished his work.
 - It has stopped raining.
- Divide the class into small groups and ask them to read the sentences and rewrite the given sentences using weak forms of has and have and their negatives.
- As the groups work, move around and assist them where needed.
- Once they are done, invite a representative of each group to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- 'Has' and 'have' have weak forms when they are used in contractions. i.e. haven't, hasn't
- They also have weak forms when they are not used as main verbs in a sentence.
- 'Has' and 'have' have strong forms when they are not used in contractions.
- Contractions are commonly used in oral communication and help increase fluency.
- The strong forms of 'has' and 'have' are commonly used in written language or formal conversation, and when they are stressed in speech.



ASSESSMENT

5 MINUTES

1. Write the following weak and strong forms of has and have on the writing board.
Has not, haven't, she's, they've
2. Ask students to identify the weak forms from the words written on the board.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out five strong and five weak forms of 'has' and 'have' and write them in their notebooks.
2. Tell them to share their work in the next class.

TONE AND NON-VERBAL CUES



STUDENT LEARNING OUTCOMES

- Identify and use appropriate tone and non-verbal cues for different communicative functions.

INFORMATION FOR TEACHERS

- Non-verbal cues refer to gestures, facial expressions, tone of voice, eye contact, body language, posture, and other ways people can communicate without using language.
- Tone refers to the rise and fall of speech.
- We use non-verbal cues a lot in our communication. They save our time and make communication easy.
- Involve students in various non-verbal communication games to understand the concept of non-verbal cues.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, sentences written on strips, etc.



INTRODUCTION

5 MINUTES

- Do the following actions in front of the students:
 - look sad
 - look angry
 - look happy
- While doing these actions ask students to guess what these actions mean?
- Explain to the students that these actions are called non-verbal cues and are used for communication.
- Now, pronounce the following sentences:
 - Who are you? (in a polite manner)
 - Who are you? (in a harsh way)
- Ask students to guess the difference between the two sentences.
- Explain to the students that when we bring rise and fall in our speech, it is called tone. Tone can change the purpose of the speaker.

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

1. Draw the following emojis on the writing board:



2. Review them with the whole class. Explain the meanings of the emotions each emoji expresses.
3. Divide the class into pairs.
4. Tell pairs to look at the emoji and practice acting out the emotions and messages each emoji is conveying.
5. Once they are done, invite 3 – 4 pairs by turn to come to the front.
6. One partner has to explain the meanings of the emoji and the other will act it out.
7. Tell them to use their facial expressions to match with the emojis.
8. Ask the whole class during every emoji, if the pair has done it right or wrong.
9. Conclude the activity by telling students that our facial expressions are a form of non-verbal communication – they convey certain messages without using any words! So, while talking to others, we should use appropriate facial expressions because they can even change the meanings of what we say!

Activity 2:**10 Minutes**

1. Write the following sentences showing different tones:
 - ◇ Open your book. (in harsh tone)
 - ◇ Come here. (as a command)
 - ◇ Bring some water, please. (in a polite manner)
 - ◇ I did this. (as a question)

- ◇ Are you okay? (in a polite manner)
2. Ask students to practise saying these sentences as per instructions written in brackets.
 3. Once they have practised well, invite a few students to speak a selected sentence following the instructions given in brackets.
 4. When all the sentences have been done, thank students for their active participation and tell them that what we say is affected by how we say it. In other words, our tone either strengthens the meanings of what we are saying or changes them altogether. Our tone can convert statements into questions or exclamations. For example, look at the following sentences:
 - ◇ You did it. (statement)
 - ◇ You **did** it! (exclamation)
 - ◇ **You** did it? (question)



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Non-verbal cues refer to gestures, facial expressions, tone of voice, eye contact, body language, posture, and other ways people can communicate without using language.
2. Tone refers to the rise and fall of speech.
3. We use non-verbal cues a lot in our communication. They save our time and make communication easy.



ASSESSMENT

5 MINUTES

1. Write the following word at the center of the writing board.

OK

2. Ask students randomly to say the word “ok” in different tones.
i.e., agreement, question, exclamation, etc.



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

- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to respond to simple instructions and directions.

INFORMATION FOR TEACHERS

- A simple sentence has a subject and a verb and expresses a complete thought.

Examples are:

- ◇ Jameel went to the store.
- ◇ Sarah and Javed are playing.
- ◇ The frog jumped into the pond.

- The sentence which is used to convey a command is called an 'imperative'. This type of sentence always uses the second person (you) as the subject but most of the time the subject is not explicitly written or said.

Examples are:

- ◇ Bring me a glass of water.
- ◇ Wash your hands first and then eat.
- ◇ Give me a pen and a pencil.

- While giving directions/instructions, the use of intonation and stress helps to strengthen a specific meaning, attitude, or emotion in a word/sentence.
- Intonation: the rise and fall of voice in speaking.
- Stress: Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or a sentence.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, text book, duster 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 properly.
- Give some instructions/directions to the students, using stress and intonation:
- Ask a student to "close the door". Give the instruction with proper stress and intonation.
- Now ask another student to "open the door". Give the instruction with proper stress and

intonation.

6. Ask a student to “raise his/her hand”.
7. Tell the students that today, we will learn how to respond to the directions that are easy to follow.
8. Tell the students that directions are the steps given to complete a job. Sometimes directions are written while sometimes they are spoken.
9. Tell the students that it is important to follow directions exactly as they are given in order to do the work properly.



DEVELOPMENT

20 MINUTES

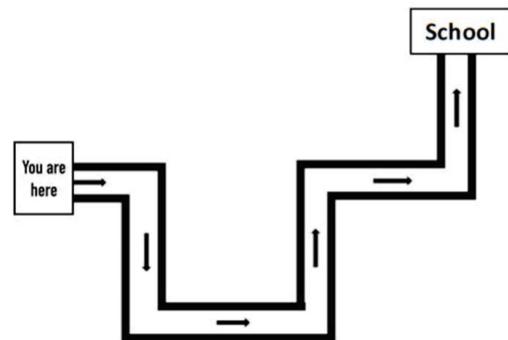
Activity 1:

10 Minutes

1. Draw a “find the way” puzzle on the writing board.
2. Write a list of directions on the board, for example:
 - ◇ Turn left.
 - ◇ Turn right.
 - ◇ Move straight.
 - ◇ Go up.
 - ◇ Go down.
3. Introduce the list of directions given above to the students.
4. Explain the meaning of each phrase with arrows to the students, demonstrate each direction and lead some pronunciation practice exercises.
5. Ask a student to come to the front of the class and tell the rest of the students to give directions so the student in front can respond.

Sample directions:

- ◇ Turn left
- ◇ Go down
- ◇ Move straight ahead
- ◇ Turn right
- ◇ Go up



Activity 2:

10 Minutes

The teacher will:

1. Ask two volunteer students to come in front of the class.
2. Draw another ‘find the way’ puzzle on a piece of paper and hand it to one of the students (Student A-Instructor) who will give directions to the other student (Student B-Follower). Ask follower to stand with his/ her back to the class.
3. Ask follower to follow the directions given by Instructor and draw them on the board.
4. Explain to students that the instructor will not be allowed to turn around and view the drawing of the follower.
5. Begin the activity by instructing the rest of the class to stay quiet during the activity.
6. After the directions are completed, let the student giving directions turn around and look at the results of his directions. (It is usually very surprising to see the drawing is not like what was originally envisioned.)
7. Stress the importance of using transition/ linking words like: ‘first’, ‘next’ and ‘finally’ when giving directions.

- Point out that it is also important to use precise language to explain things. This helps us to communicate clearly.
- The same practice must be repeated with five students in the classroom.



CONCLUSION / SUM UP

3 MINUTES

The teacher will say:

- Today we have learnt how to give and respond to simple instructions and directions.



ASSESSMENT

5 MINUTES

The teacher will:

- Select a few students randomly and ask to open their books on different page numbers



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

- Ask students to practice the activity of giving instructions and respond to simple sentences and directions at home with their siblings/friends. Also develop a list of 5 linking words.
- Make sure that the students can respond to simple instructions and directions in the classroom.

FORM OF HAS AND HAVE



STUDENT LEARNING OUTCOMES

- Illustrate the use of different forms of the verb has, have with their negative form and corresponding pronouns.

INFORMATION FOR TEACHERS

- There are seven personal pronouns in English:

I, we, you, He, She, It, They

Examples:

(i) I have a book.

(ii) **They** have played Hockey.

(iii) **You** have a pen.

- ◇ In sentence 1, 'I' is a Personal pronoun.
- ◇ In sentence 2, 'They' is a Personal pronoun.
- ◇ In sentence 3, 'You' is a personal pronoun.
- ◇ The verbs (has, have) are different forms are used as main and helping verbs.
- ◇ The forms of "have" are 'have, has, and had.

- Following is the table of corresponding pronouns with the forms of (has, have).

Form	Corresponding Pronoun
Has	He, She, It, Name (Singular)
Have	I, You, They, We, Name (Plural)

- Give students as much practice as possible in the use of has, have.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Review the concept of pronouns learnt earlier.
- Ask students the following questions:
 - ◇ What are pronouns?
 - ◇ Are pronouns used in place of nouns or verbs?
 - ◇ What are some examples of pronouns?

3. Show them the chart of the forms of (has, have) and corresponding pronouns.
4. Explain the chart to the students.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Write the following worksheet on the writing board:
 - ◇ I----- a book. (has, have)
 - ◇ She----- eaten the meal. (has, have)
 - ◇ We----- won the match. (has, have)
 - ◇ You----- a pen. (have, has)
 - ◇ Malala----- learnt the lesson. (has, have)
2. Divide the class into pairs.
3. Give clear instructions to the students and ask them to complete the worksheet.
4. You have to move around and monitor students' work and provide help.
5. Tell pairs to refer to the table they have learnt.
6. Once they are done, review the answers with the whole class.

Activity 2: 10 Minutes

1. Write the following table on the writing board:

Subject/ Pronoun	Helping Verb	Object
I	has	a book.
We		eaten meal.
You		drink water.
They		won the match.
He	have	sung a song.
She		took tea.
It		four legs.

2. Divide the class into small groups.
3. Ask each group to make as many sentences as possible by using the words given in the table. i.e. pronoun + helping verb + object.
4. Facilitate the groups during the activity.
5. Ask group leaders to share the sentences they have made.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reminding students about the following table:

Form	Corresponding Pronoun
Has	He, She, It, Name (Singular)
Have	I, You, They, We, Name (Plural)



ASSESSMENT

5 MINUTES

1. Write the following personal pronouns on the writing board:
I, he, it, you, they, we
2. Ask students randomly to tell if these pronouns will take has or have.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through their textbooks and find five sentences using has and five sentences using have.
2. Tell students to share their work in the next class..

GENDER



STUDENT LEARNING OUTCOMES

- Classify and change the gender of nouns from immediate and extended environment (masculine/feminine/neuter).

INFORMATION FOR TEACHERS

- Definition and Meaning of Gender Noun: A division of nouns and pronouns such as masculine and feminine, neuter or common.
- Masculine** the masculine gender represents all those of the male kind (boys, men and male animals). Examples: Man, Lion, King, Horse
- Feminine** the feminine gender represents all those of the female kind (girls, women and female animals). Examples: Woman, Lioness, Queen, Mare
- Neuter** - the neuter gender represents non-living things. Examples: Chair, Table, Tree
- Time allocation is estimated and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Worksheet for each student, chalks/marker writing board, carts, textbook.



INTRODUCTION

5 MINUTES

- Start the lesson by writing some nouns (male and female) on the blackboard. Ask the students about the gender of each noun.
- Divide the whole class into two teams; A and B.
- On the blackboard, draw two columns.
- Write Masculine Nouns on top of one column. Write Feminine Nouns on top of the other column.
- Team A gives ten masculine nouns and Team B gives ten feminine nouns (You can increase or decrease the number according to the time limit for this activity).
- Write the nouns as each student says it. If any team gives a wrong noun, the point goes to the other team.
- The team with the higher score wins. The members of the winning team receive colour stars on their class work.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell the students that gender of nouns can be changed from masculine to feminine and from feminine to masculine.
2. Draw two columns on the writing board again. Write masculine Nouns on top of one column. Write feminine Nouns on top of the other column.
3. Write ten masculine nouns first. Write feminine noun in front of its masculine noun (for example: Man/Woman, Boy/Girl, and Horse/Mare).
4. Ask the students to write them in their notebooks.

Activity 2:

10 Minutes

1. Clean the black board and write Neuter on it.
2. Tell students that there is another gender; neuter (see the definition in Information for Teacher).
3. Write a few examples on the black board.
4. Ask the students to give names of non-living things e.g. school, home, hospital, stone, river and shop etc.
5. Write on black board as many neuter gender nouns as the time allows.
6. Ask the students to write them in their notebooks. You can call this the gender noun books.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly go over all the three gender nouns and their examples.



ASSESSMENT

5 MINUTES

1. Assess the students' understanding of the gender of nouns learnt earlier through their responses in the introduction activity.
2. Assess students' understanding of neuter gender nouns through their responses in the activity 2 and performance on the worksheet.
3. Check each student's Gender Nouns Book throughout the development.
4. Arrange a written quiz after a week for further assessment.
5. Involve the student in solving problems given in exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Distribute work sheets among the students. Give clear instructions. Give the worksheet as home work.
2. Project: Ask children to cut out pictures (5 masculine, 5 feminine and 5 neuter nouns) from old magazines and newspapers and paste them into their notebook and label them as masculine, feminine and neuter. This activity is an extension of their Gender Nouns Book.

(Answers key for worksheet) 1:

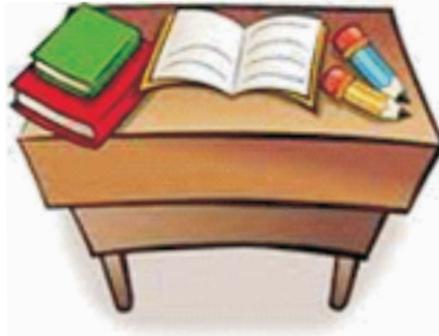
book, table; 2: car, road; 3: kite, sky; 4: ball, water; 5: basket, bananas.

Additional/optional activity on worksheet:

Ask students to write plural forms of the neuter nouns (wherever possible) identified in the worksheet.

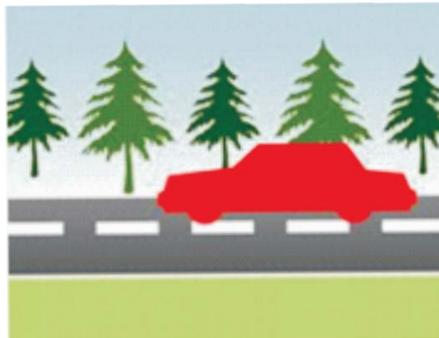
Work Sheet – Gender Nouns

Circle the neuter gender nouns in each sentence. Each sentence has two neuter nouns.



1. The books are on the table.

2. The car is moving on the road.



3. The kite is flying in the sky.



4. The ball is in the water.



5. This basket is full of bananas.



INSTRUCTIONS AND DIRECTIONS



STUDENT LEARNING OUTCOMES

- Write simple instructions and directions

INFORMATION FOR TEACHERS

- Use practical and real-life examples for this activity.
- Use topics that are relevant to the daily life of students.
- Help students learn imperative and review terms used to connect discourse (then, and, because) as well as prepositions (e.g, around, down, up).
- Also, teach them ordinal numbers (first, second, etc) and verbs, including phrasal verbs, used to give common, everyday directions and instructions.
- Consult the textbook at all steps while teaching the lesson.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Enter the class and give the following instructions/directions to different students:
 - Stand up.
 - Close the door.
 - Open the book.
 - Sit down.
 - Rub the writing board.
 - Give me chalk.
- Ask the students what these sentences show?
- After some discussion, tell them that these sentences show instructions and directions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Provide instructions using the imperative to various students in the class.
- Provide some instructions as commands (e.g., NAME, close the door!. NAME, give that back to your partner!) and others as requests (e.g., NAME, open the window, please. NAME, please pass these to the person next to you).

3. Write the following directions on small cards or slips of paper.
 - ◇ Go straight
 - ◇ Turn left
 - ◇ Sit down
 - ◇ Go right
 - ◇ Turn right
 - ◇ Stand up
4. Invite students randomly to come up and take a card.
5. When you invite a student to the front, ask him/ her to read the direction and point towards another student, call his/ her name, and give him/ her the direction.

i.e. Bilal, stand up.
Najma, turn left.

Activity 2: 10 Minutes

1. Draw the following table on the writing board.

Instructions/directions used in school	Instructions/directions used at home

2. Divide the class into groups of five students and elect leaders for each group.
3. Ask the groups to discuss instructions and directions used in school and at home.
4. Tell group leaders to copy the table in their notebooks.
5. After discussion within the groups, complete the column drawn on the writing board.
6. Invite group leaders to share their work with the class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Instructions and directions are guidelines that are commonly used in school or at home.
2. Practice as many instructions and directions as possible from different settings.



ASSESSMENT

5 MINUTES

1. Invite some students randomly and give them the following instructions and directions.
 - ◇ Bring your notebook.
 - ◇ Draw a circle on the writing board.
 - ◇ Open the books on page 10.
 - ◇ Bring some water.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out five instructions and directions and write them in their notebooks.
2. Tell them to share their work in the next class.

PARAGRAPH WRITING



STUDENT LEARNING OUTCOMES

- Analyse and use the organising principles of paragraph writing to write a meaningful and guided paragraph.

INFORMATION FOR TEACHERS

- A paragraph is a series of sentences that are organised, coherent, and related to a single topic. Almost every piece of writing you do, that is longer than a few sentences should be organized into the paragraph.
- There are four types of paragraphs – narratives, descriptive, expository, and persuasive.
- More simply a paragraph is a collection of sentences having one main idea.
- Following are the principles for organizing paragraphs.
 - Start a paragraph with the topic sentence as it conveys what the writer is going to reflect in the paragraph.
 - Then, add some supporting sentences i.e. add more information about the topic.
 - Then, end up with a concluding sentence. This will be your compact paragraph.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students to open their textbook at the relevant page and mention the paragraphs of the lesson. Ask them:
 - How many portions are there in this lesson?
 - What do we call those portions?
- In case of the correct response, appreciate them and if there is no response or incorrect responses, tell them these are called paragraphs and today we will learn about them.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the topic: **Happy Home**. Then write the paragraph on the writing board as:
 - (My name is Banu. I live in a small house. I call it a 'Happy home')
 - (I have an elder sister and a brother who is younger than I. My parents take good care

of us. My grandparents also live with us. We all feel very happy with each other. Our uncles, aunts, and cousins come and meet us. We also go and visit them on the week-ends or during vacation.) (It is all fun.)

2. Make two groups A and B and elect leaders for each group.
3. Then underline the three parts of the paragraph and ask the groups to discuss and differentiate the three underlined portions of the paragraph and then ask them:
 - ♦ **Group A:**
4. What is the position of the first underlined part? What does it do? If the response is incorrect, encourage them and tell them that as the first sentence is elaborating the other sentences, therefore this is called the topic sentence.
 - ♦ **Group B:**
5. What is the middle portion called? If the response is incorrect then also tell that this portion explains the topic sentence and is called the body. Also tell them the last portions conclude the paragraph as 'It is all fun', hence it is the concluding part.)

Activity 2:

10 Minutes

1. Again make two groups and ask them to write a paragraph on the topic 'Good students'.
2. Meanwhile, move around, guide, and help when and where they need help.
3. In the end, ask the group leaders to come and share their paragraphs with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling that with this activity, you have learnt the principles of paragraph writing.
2. Repeat the guidelines for writing a paragraph.



ASSESSMENT

5 MINUTES

1. Ask students to write a short paragraph on 'Our Classroom' and share it with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write a paragraph on 'Our School' with the help of their parents/siblings.

Month

3

'CH' SOUND



STUDENT LEARNING OUTCOMES

- Recognise and pronounce 'ch' sound through instructions.

INFORMATION FOR TEACHERS

- Use active oral communication for teaching this SLO.
- Revise previous lessons about consonants and consonant digraphs to teach this lesson.
- Consult the textbook and different resources like reference books and pronunciation dictionaries for guidance and consultation..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Draw or display a picture of a watch (or show a real watch to students):



- Ask students to name it. Have them repeat the word 'watch' and ask them to identify its ending sound.
- Write the following words on the writing board:
 - chair, chin, chain
 - lunch, bench, torch
- Ask students to read the words and answer the following questions:
 - What is common in the words of the first row?
Expected answer: They all begin with 'ch'
 - What is common in the words of the second row?
Expected answer: They all end with 'ch'

- Remind students that when two consonant letters come together and give a single sound, they are called consonant digraphs. Give them examples of a few other digraphs, e.g., ph, th, sh, etc.
- Tell students that “ch” gives /ch/ sound as found in the words chart, chair, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Help students recall the previous lessons on digraphs.
- Tell them that a digraph is when two letter sounds or phonemes combine to make one sound or phoneme.
- When the /c/ sound combines with the /h/ sound they create the unique sound of /ch/.
- Practise with the whole class the ch sound in words that begin and end with the ch digraph using the examples below:

chain	cheek	chimney
chair	cheese	chin
chase	chest	chirp
check	chicken	choose
beach	each	reach
bench	lunch	rich
branch	match	sandwich
bunch	much	scratch
catch	patch	such
crunch	pitch	switch
ditch	porch	watch

Activity 2:

10 Minutes

- Write the following instructions on strips:
 - ◇ Check your bag.
 - ◇ Move the chair.
 - ◇ Sit on the bench.
 - ◇ Eat your lunch.
 - ◇ Touch your nose.
- Invite a few students randomly to come up and pick one strip.
- Ask the student to read the instruction from the strip and instruct any of the students according to the instruction written on the strip. That student should then act out according to the given instruction.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- ‘Ch’ sound is used in many words in the English language like chair, chart, etc.
- Practice these sounds as much as possible and find examples from different resources i.e. textbook, dictionary, etc.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to read them:
 - ◇ The bird on the big branch is chirping.
 - ◇ Let's play catch at the beach.
 - ◇ I need to scratch the itch on my cheek.
 - ◇ I had chips for lunch.
 - ◇ Choose the chore you want to do.
 - ◇ I like cherries, chili, and chocolate.
 - ◇ I used a match to light each candle.
 - ◇ I hope the teacher chooses me!
2. Then, randomly ask a few students to read the sentences aloud. Check for their pronunciation of /ch/ sound.



HOMEWORK / FOLLOW UP

2 MINUTES

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

DAILY ROUTINE



STUDENT LEARNING OUTCOMES

- Talk about daily routine by half and full hour.

INFORMATION FOR TEACHERS

1. Daily routine refers day to day activities we do in our daily life.
2. We have a specific time for a specific activity.
3. Make sure that students refer to the time when talking about their daily routine.
4. Use flashcards as shown below to help students talk about their daily life:

<p>in the morning</p> <p><input type="checkbox"/> I wake up at 7 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>in the evening</p> <p><input type="checkbox"/> I watch TV at 5.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>in the afternoon</p> <p><input type="checkbox"/> I eat lunch at 12 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>at night</p> <p><input type="checkbox"/> I go to bed at 8.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

flashcards

5. Use examples from the daily life of the students.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Tell students about your daily routine mentioning it with time, e.g.,
 - ◇ I get up at 4 a.m.
 - ◇ I offer my Fajr prayers at 4:30 a.m.
 - ◇ I have my breakfast around 6:00 a.m.
 - ◇ I go to the school at 8:30 a.m.

2. Tell students that this is your daily routine.
3. Explain to students that what a daily routine means.
4. Help students recall their learning from the previous lessons about time.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the concept of daily routine using the information below:
 - ◇ A daily routine is the tasks you follow daily.
 - ◇ It can include the simplest of things like brushing your teeth, having breakfast, going to school, and attending classes. Here is a sample list of things you may do early in the morning:
 - I wake up at 5:30 a.m.
 - Then, I brush my teeth.
 - After that, I wash my face.
 - Next, I take a shower.
 - I dress up for school at 6:00 a.m.
2. Divide the class into pairs.
3. Tell students to discuss the following questions in pairs:
 - ◇ What time do you get up?
 - ◇ What time do you offer your Fajr prayers?
 - ◇ What time do you have your breakfast?
 - ◇ What do you usually eat for breakfast?
 - ◇ What time do you leave for school?
4. As the pairs discuss, move around, listen to them, and provide assistance where needed.
5. Once they are done, invite a few students randomly to share their answers with the whole class.

Activity 2:

10 Minutes

1. Draw the following clocks on the writing board:



o'clock



o'clock



o'clock



o'clock



o'clock



o'clock

2. Ask students to get up and do the following:
 - ◇ Mingle in the room.
 - ◇ Choose a clock.
 - ◇ Find at least three students and tell them about what you do at your chosen clock time.
 - ◇ Also, ask the other student about his/ her routine at a specific clock time.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Daily routine refers to the day-to-day activities that we do in our daily life.
2. We usually have a specific time for a specific activity.



ASSESSMENT

5 MINUTES

1. Write different clock times on the writing board.
2. Ask students randomly to tell about their routine at a specific time.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to meet two persons from their family or friends and ask them about their daily routines at different times of the day.
3. Tell them to note down the routines in their notebooks and share them with the class the next day.

DIGRAPHS AND TRIGRAPHS – I



STUDENT LEARNING OUTCOMES

- Identify and articulate words containing digraphs and trigraphs in initial, middle, and final positions.

INFORMATION FOR TEACHERS

- A digraph is two letters next to each other that make one sound. It can be made up of vowels or consonants.
- Consonant digraphs are groups of two consonants that make a single sound.
- List of consonant digraphs:
 - ‘th’ as in thumb
 - ‘wh’ as in where
 - ‘ch’ as in cheese
 - ‘ck’ as in clock
 - ‘ck’ as in clock
 - ‘ph’ as in phony
- Vowel digraphs are combinations of vowels that make a single vowel sound.
- Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. Students need to be given the chance to practice writing words to learn correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Use any of the symbols from the list given below to reinforce the sounds already taught to the students.
/ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/.
- Say “chain”, ask the students what sound they hear at the beginning of the word “chain”. Emphasize the initial sound (DO NOT WRITE the word).
Expected answer: /ch/
- Say “brush”, ask the students what sound they hear at the end of the word “brush”. Emphasize the final sound (DO NOT WRITE the word).
Expected answer: /sh/
- Tell students that today we will learn about pairs of letters that make one sound.

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

1. Write the word “thumb” on the board. Point at the word “thumb” on the board and say “thumb” emphasizing the initial sound /th/ of the word.
2. Ask a few students to repeat the word.
3. Underline the two letters “th” and tell the students that in many words when you see two letters together, for example ‘th’, this can be only one sound /th/.
4. Instruct the students, DO NOT sound out the /t/ and /h/ separately. ALWAYS sound out “th” as /th/ - ONE SOUND!
5. Repeat the above with the word “brother” and “teeth”.
6. Write the following words on the writing board:
chat, shut, sheep, clock, phone,
7. Make pairs of the students and ask them to pronounce and identify digraphs.
8. Ask one pair to stand up and identify digraphs.
9. Underline the digraphs on the writing board and repeat this process with four more pairs.
10. Summarise the activity by reinforcing the digraphs written on the board.

Activity 2:**10 Minutes**

1. Remind students that “A digraph is two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound.”
2. Tell them that a trigraph is a single sound that is represented by three letters, for example:
3. In the word ‘match’, the three letters ‘tch’ at the end make only one sound.
4. Other examples of trigraphs are:
 - ◇ igh as in sigh
 - ◇ ore as in bore
 - ◇ air as in fair
 - ◇ ear as in dear
 - ◇ are as in dare
5. Cut-up phonics cards, where students have to put phonemes (sounds) together to make a word, for example, students could make the words hatch, catch, witch, and latch with the following cards:

h	a	c	a
w	i	l	a
tch	tch	tch	tch
6. Distribute the cards in small groups and ask them to make words using the given letters that represent sounds. Give them a hint that every word will have a sound represented by the three letters ‘tch’ (a trigraph).
7. As the groups work, move around and provide assistance where needed.
8. Once they are done, invite a representative from each group to share their words with the whole class.
9. Appreciate students for their active participation.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that when consonants are next to each other, they can make one sound i.e. 'ch', 'sh', 'ph'.
2. Point out to the students that some letters of the alphabet are friends and stay together in pairs or groups.
3. Tell students that learning spellings will become easier if they remember the letters that usually are next to each other.



ASSESSMENT

5 MINUTES

1. In pairs, ask students to come up with one word with a digraph and another with a trigraph and say them to the class before leaving the classroom.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to underline the words containing digraphs and trigraphs in a unit of their textbook and share them with the class the next day.

DIGRAPHS AND TRIGRAPHS – II**STUDENT LEARNING OUTCOMES**

- Identify and articulate words containing digraphs and trigraphs in initial, middle, and final positions.

INFORMATION FOR TEACHERS

- A trigraph is a chain of three letters that make one sound when next to each other.
- List of trigraphs:

Sch	Scr	Shr	Spr
Schedule	Scrapbook	Shred	Sprang
Scheme	Scratch	Shriek	Spray
Scholar	Screen	Shrill	Spread
Scholarship	Scream	Shrine	Spring
School	Scribble	Shrank	Sprinkle
	Script		Sprite
Squ	Str	Thr	
	Straight	Thread	
	Strange	Threat	
Square	Strap	Three	
Squash	Straw	Threw	
Squeak	Strawberry	Thrice	
Squeeze	Stream	Thrill	
Squirrel	Street	Throat	
	Strength	Throne	
	String	Through	
	Strong	Throw	

- Tell students how the three letters are to be pronounced. In this grade, students will only study 'dge' and 'str' trigraphs.
- Point out various trigraphs to students as they read books.
- Students need to be given the chance to practice writing words to learn the correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Review digraphs already taught: /ch/, /sh/, /th/, /ph/, /wh/ and /ck/
2. Say “photo” and ask students what sound they hear at the beginning of the word “photo”. Emphasize the initial sound (DO NOT WRITE the word).
Expected answer: /f/
3. Say “duck”, ask students what sound they hear at the end of the word “duck”. Emphasize the final sound (DO NOT WRITE the word).
Expected answer: /k/
4. Now, write the word “photo” on the board and ask students to identify the letters that represent the initial sound of the word. Elicit ‘ph’ and underline them on the board.
5. Repeat this step for the word “duck”.
6. Tell students that today we will learn a chain of three letters that are used together and make one sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the word “strawberry” on the board. Point at the word “strawberry” on the board and say “strawberry” emphasizing the initial sound /str/ of the word.
2. Ask a few students to repeat the word.
3. Underline the three letters “str” and tell students that when three consonants are next to each other in a word they can make one sound.
4. When you see “str” together in a word, they stand for one sound /str/.
5. Instruct students DO NOT sound out the /s/, /t/ and /r/ separately. ALWAYS sound out “str” as /str/ - ONE SOUND!
6. Repeat the above with the word “bridge”
7. Write the following words on the writing board.
Scratch, School, Spray, Throw, Thrill
8. Split students into pairs and ask them to pronounce and identify trigraph(s).
9. Ask one pair to stand up and identify trigraph.
10. Underline the trigraph on the writing board and repeat this process with four more pairs.
11. Summarize the activity by reinforcing the trigraphs written on the board.

Activity 2:

10 Minutes

1. Write the words “fridge, straight, and edge” on the board. Point at the word “fridge” on the board and say “fridge” emphasizing the final sound /dʒ/ of the word.
2. Ask a few students to repeat the word.
3. Underline the three letters “dge” and tell students that three consonants next to each other can make one sound. When you see “dge” together in a word, they stand for one sound

/dʒ/.

4. Repeat the above with the word “straight” and “edge”.
5. Write the words “strap, strength, grudge, and smudge” on the board.
6. Say these words once and ask students to repeat them.
7. Ask students to identify the letters that make one sound in each word. Appreciate the students who correctly identify and articulate the written words.
8. Revise that ‘dge’ as in ‘fridge’ and ‘knowledge’ and ‘str’ in ‘strawberry’ given one sound.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that three letters next to each other can produce one sound.
2. Point out to students that some letters of the alphabet are friends and stay together in pairs or groups. Tell students that learning spellings will become easier if they remember the letters that usually come together.



ASSESSMENT

5 MINUTES

1. In pairs, ask students to come up with one word with a trigraph and say it to the class before leaving the classroom.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to scan their textbooks and find out at least three words starting with the initial sound /str/ and three words ending with sound /dge/ and share them with the class the next day.

STORY ELEMENTS



STUDENT LEARNING OUTCOMES

- Identify the basic elements of the story; beginning, middle, end, characters, place, and time.

INFORMATION FOR TEACHERS

- Storytelling should be an ongoing activity throughout the year.
- Stories with illustrations are best understood and help a lot in inculcating factual information.
- Reading aloud a story develops listening and reading fluency skills.
- While teaching the story, the teacher should also use the textbook (if required).
- Mime is a performance using body gestures without using words.
- Sequencing refers to the identification of the elements of a story – beginning, middle, end, character, place, and time. Sequencing is also the ability to retell the events within a given text in the order in which they occurred.
- Sequencing is one of many skills that contribute to students' ability to comprehend what they read.
- The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chart of stories: Hare and Tortoise and The Lion and Mouse



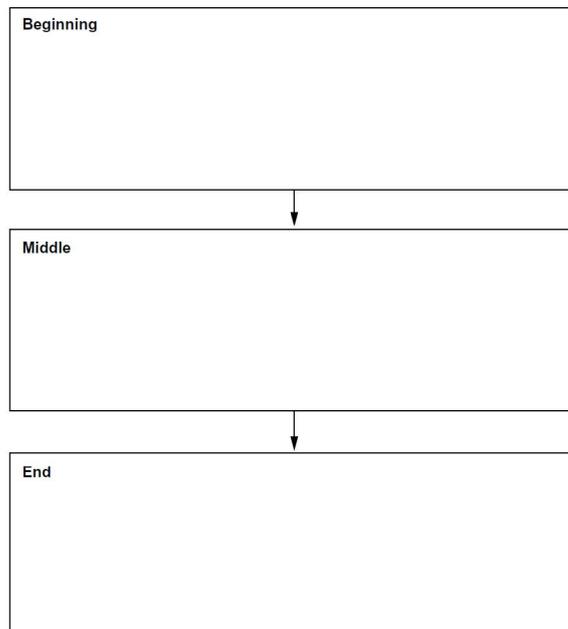
INTRODUCTION

5 MINUTES

- Paste a chart in front of the class having the story 'The Hare and Tortoise' and help students in reading the story.
- Tell students to silently read the story of 'The Hare and the Tortoise'.
- Ask them to look at the pictures and see how they link to the story.
- Ask a few students to briefly tell the story in their own words.
- Now tell students that when a story is told in one's own words, this is called 'retelling'.
- Explain to students that a story has a beginning (as in the story of the Hare and the Tortoise, the story begins where the hare and the tortoise start the race), a middle (where hare and tortoise are running and the hare sleeps), and an end (where the tortoise wins). It also has characters (e.g., the hare is one character and the tortoise is another character in the story we just read). A story also has a setting, i.e., where and when it happened (in the jungle, one day).

**Activity 1:****20 Minutes**

1. Paste the chart having the story 'The Lion and Mouse'.
2. Ask the students to look at the pictures of the story 'The Lion and Mouse' and brainstorm what the story is about.
3. Read the given story once using intonation, stress, and body language (with actions).
4. Ask the students to read the story "The Lion and the Mouse" silently.
5. In turn, ask few students to read the story loudly. Make sure all students participate in the reading activity by reading at least one sentence.
6. Draw three boxes on the writing board as given below:



7. Tell students that at the beginning of the story, readers try to understand the characters and the setting of the story.
8. Model looking through the first paragraph and identify where a character and setting are introduced.
9. Ask students to find out the characters and setting of a story and write their responses in the first box (beginning) drawn on the writing board.
10. Explain that in the middle of the story, some sort of action or problem takes place, or something happens to the characters.
11. Model looking through the second paragraph to understand what happens in the middle of the story.
12. Ask students about the problem and write their responses in the second box (middle) drawn on the writing board.
13. Explain that at the end of a story, often the characters change in some way, or the problem is solved.
14. Model looking at the last paragraph and identifying the end of the story.
15. Ask students to work in pairs and tell each other about each part of the story.
16. Ask students to use the following sentence frames:
 - ◇ At the beginning ____.
 - ◇ In the middle ____.
 - ◇ At the end ____.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today they learnt that stories have a beginning, middle, and end. Beginning happens first, middle happens next and end happens last.



ASSESSMENT

5 MINUTES

1. Ask students to open their textbooks and mark/underline the characters of a story given in their textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to read a story and underline its beginning, middle, and end.

ADJECTIVES



STUDENT LEARNING OUTCOMES

- Identify describing words as adjectives. Use adjectives of quantity, quality, size and colour.

INFORMATION FOR TEACHERS

- He is a boy.
- He is a good boy.
- Good here describes more about the noun. (Boy)
- While teaching the lesson, the teacher should also consult the textbook where applicable.



- Tall
- Thin
- Handsome
- Well dressed



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, pencil.



INTRODUCTION

5 MINUTES

- Ask the students following questions to introduce the concept of adjectives and note the responses of the students on the writing board.
- What is the colour of your bag?
Expected Answer: black/pink/red/blue.
- Tell them that bag is a noun and the word black/blue/pink/red are describing this noun or telling more about it and these words are called adjectives. (small/big), (clean/dirty).
- You can ask questions about their uniform / shoes or books to further clarify the concept.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask the students to do the following and note their responses on the board.
- Touch your book and tell if it is soft or hard.
- Take out your pencil and tell its colour.
- What is the shape of your desk?
- Do you run fast or slow?
- Look at the class and tell if it is clean/ dirty.
- Explain to them how the words hard, soft, colours (black, red) are describing nouns.

Activity 2:**10 Minutes**

1. Ask students to take turns doing a role play. The student will pretend to be looking for something, and the others will pretend to help him/her find it, and will ask questions about it.
2. You can make student practice these conversations and then encourage them to have their own conversations. The conversation can be something like this:
3. 1st student: I have lost my shirt. Has anyone seen it?
4. Helpers: May be, what was it like?
5. What colour was it?
6. 1st student: It was blue with dots on it.
7. Helpers: Was it big or small?
8. 1st student: It was a small shirt?
9. Helpers: What about the fabric? What kind of fabric did it have?
10. 1st student: The fabric was very soft and a little shiny too.
11. Helpers: Oh, here it is, a blue and white, small, soft and shiny shirt!
12. Other suggestions for role play:
13. A child is lost in a crowd and is looking for his/her mother and is telling the strangers how she looks? What is she wearing? What is her hair like? Etc.
14. A child is going to his/her friends' house and can't find it. He / She is asking people where that house is. Is it a big house? What colour is it? Does it have a pretty garden? Does the garden have fragrant flowers?
 - ◇ Ahad is a tall boy.
 - ◇ Amna is nice girl.
 - ◇ Dog is a faithful animal.
 - ◇ The ice cream is yummy.
 - ◇ She is a beautiful girl.
 - ◇ The tea is hot.
 - ◇ I have a brown bag.
 - ◇ Sugar is sweet.
 - ◇ Sarah has red shoes.
 - ◇ My bag is heavy.

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

1. Today we have learnt what are adjectives and how they describe nouns.
2. We also learnt that they help us tell other people about an object or person so they know what we are talking about.
3. Ask students to write a role play on a new topic, for example a child who is telling his parents what kind of a pet dog or cat s/he wants.
4. Help them with spellings if they need help.

**ASSESSMENT****5 MINUTES**

1. Use the written role play activity to assess students.
2. Involve the students in solving problems given in exercise at the end of unit / chapter.

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

1. Use the following adjective in sentences: small, big, good, heavy, black.

WORDS SHOWING POSSESSIVE



STUDENT LEARNING OUTCOMES

- Recognise and use words showing possession as possessive adjectives.

INFORMATION FOR TEACHERS

- An adjective is the part of speech that qualifies a noun or pronoun.
- Possession means ownership.
- The possessive adjectives are *my, your, his, her, its, our, their, and whose*. A possessive adjective sits before a noun (or a pronoun) to show who or what owns it. For example, "He is looking after his cattle."
- Possessive adjectives are classified as a type of pronoun. Look at this example:
- Is that the Queen's hat?
- No, it's her crown.
- (In this example, the possessive adjective "her" replaces the noun "the Queen.")
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chart of the story 'Hare and tortoise' and 'The Lion and Mouse'



INTRODUCTION

5 MINUTES

- Read a 5-6 sentence story to the students that would be of interest to them.
- Repeatedly use the name of the main character of the story, instead of using a pronoun.
- Ask students if it sounded strange to them; help them identify what was strange.
- 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 their place, so we don't sound strange.
- Sample story to be read out to the students:

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 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

20 MINUTES

Activity 1:

10 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).
2. Ask students to read unit 4 of the textbook and pick out words like my, their, etc.
3. Write those words on the writing board.
4. Discuss with the class and help them to clarify their concept.

Activity 2:

10 Minutes

1. Model this activity first by pasting one of your own photos to the top half of a sheet of chart paper.
2. In a Shared Writing activity, write sentences on the bottom half, using possessive adjectives to describe the photo. For example:
3. My name is Gul Khan. This is a picture of my grandfather, my father, and me. This is my grandfather. His name is Sher Khan. His hair is gray and his eyes are brown. Here is my father. His name is Abdullah Khan. His hair is black and his eyes are brown. I look like my father.
4. After the Shared Writing, have students create their own pages with one of their photos, and a short written description using possessive adjectives.



CONCLUSION / SUM UP

3 MINUTES

1. Possessive adjectives are used to show ownership like his car, her house, etc.
2. Use a few adjectives showing possession into sentences.



ASSESSMENT

5 MINUTES

1. Ask students randomly about possessive adjectives.
2. Ask them to use a few possessive adjectives in sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

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

PRESENT CONTINUOUS TENSE



STUDENT LEARNING OUTCOMES

- Identify and use the structure of present continuous tense for describing activities and for actions, taking place at the time of speaking.

INFORMATION FOR TEACHERS

- Present continuous tense is about the action that is presently going on.
- The structure of present continuous tense is: S+HV+ Present participle + object +
- The present participle is formed by adding 'ing' to the base or present form of the verb.
- 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, textbook, chart, duster, etc.



INTRODUCTION

5 MINUTES

- Write S+V+O sequence on the writing board, such as 'I eat an apple'.
- Ask 3 – 4 students to identify the structure i.e. sequence as subject, object, and verb.
- Now, ask them to look around and find out a few actions that are happening right now.
- Ask a few students to describe such actions in sentences.
- Tell the students about today's topic 'present continuous tense'.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following sentences of present continuous tense on the writing board.
 - I am reading a book.
 - He is polishing his shoes.
 - My mother is cooking the meal.
 - It is raining today.
 - The farmers are working in their fields.
- Now teach the students about the action verbs taking 'ing' form.
- Also, tell the students about the structure of the sequence for example take 1st sentence.
 - 'I am reading a book'.

Subject + helping verb + verb + (present participle) + object
 ↓ ↓ ↓ ↓
 I am reading a book.

Activity 2 **10 Minutes**

1. Write the following table on the writing board:

Subject	Helping verb	Present participle	Object
He	is	going	to home, school
I		cooking	water
She	are	making	food, meal
It	am	drinking	chart
They			

2. Divide the class into four groups.
3. Tell groups to use (subject, verb, object) from the given table and make 10 sentences in the present continuous tense.
4. Ask groups randomly to share their work.

 **CONCLUSION / SUM UP** | 3 MINUTES

1. Conclude the topic by telling students that the present continuous takes the following sequence structure:
 Subject + helping verb + Present participle + object

 **ASSESSMENT** | 5 MINUTES

- Ask 3 – 4 students to identify the verb in the following sentences.
1. They are beating the drum.
 2. All the boys are listening to their teacher.

 **HOMEWORK / FOLLOW UP** | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write at least 5 sentences of present continuous tense in their notebook and share with the class the next day.

GUIDED STORY



STUDENT LEARNING OUTCOMES

- Write a guided story on a zoo animal.

INFORMATION FOR TEACHERS

- Through stories, students learn a lot about life skills and feelings/emotions.
- Children enjoy being able to retell a story.
- Discussions about story elements should start as early as preschool and continue through high school. For younger students, simple elements such as beginning, middle, and end are appropriate. For older students, more complex elements such as character, setting, events, problem, and resolution should be introduced to increase difficulty.
- The important elements of the story are 'Plot, Characters, Setting, Problem, and Solution'. However, for 3rd graders, it is important to understand that a story has a 'beginning', 'middle', and an 'end', and it also has characters.
- 'Sequencing or transition words are an important part of the story. For example then, after that, in the end, it starts with, from, etc.
- Prepare well before going to the classroom. Read Aloud the story with enthusiasm and demonstrate an interest in reading.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students if they remember any story they have heard from their parents.
- Listen to the stories from a couple of students.
- Now tell the students that a story is also called a narrative.
- Give background information about the story and its elements.
- Tell students that a story has different parts i.e., characters, plot, setting, etc.
- Keep referring to the stories the students have narrated for an explanation.
- Tell students that in the next two activities they are going to write a story on a zoo animal.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing board:
lion, mouse, trap, hunters
2. Divide the class into groups.
3. Ask groups to discuss the words written on the writing board and make a sentence on each word.
4. Ask group leaders to write the sentences on their notebooks.
5. Ask groups to share their sentences.

Activity 2:

10 Minutes

1. Tell students to sit in the same group and recall elements of the story writing for two minutes.
2. Write the following story writing prompt on the writing board.

What is the setting of the story?	Who is the main character?	What happens first?	What happens next?	What happens last?

3. Tell students to refer to the words used in the previous activity and write a story on "The lion and the mouse"
4. Ask students to use the prompt for writing the story.
5. Tell groups to focus on proper beginning, middle, and end.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Story writing is an interesting activity.
2. Focus on proper beginning, middle and end.
3. Also keep in mind the elements of the story like plot, characters, setting, etc.



ASSESSMENT

5 MINUTES

1. Ask group leaders randomly to share the story written by their group.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the relevant page in their textbooks and complete the guided story.

Month

4

CONTRACTIONS



STUDENT LEARNING OUTCOMES

- Recognise and pronounce weak forms of do, does, don't, and doesn't in contractions to develop fluency of speech.

INFORMATION FOR TEACHERS

- Weak forms are syllable sounds that become unstressed in connected speech.
- Contractions are shortened forms of two words and are unstressed.
- Weak forms are often used to bring fluency to the speech.
- Weak forms of verbs are important from a pronunciation point of view.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Start the lesson by writing two sentences on the writing board as:
 - I do not play hockey.
 - I don't play hockey.
- Then, ask 2 students of the class to come to the front of the class and read the above sentences, one by one.
- Then ask the rest of the students to tell who sounds more fluent; the student who read sentence 1 or 2.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make two columns 'A' and 'B' on the writing board.
- Write the following sentences on the writing board and change them in contractions to bring fluency in speaking by involving the students.

Column A	Column B
1. I do not speak well	1. I don't speak well.
2. He does not take breakfast.	2. He doesn't take breakfast.
3. This kite does not fly high.	3. This kite doesn't fly high.
4. They do not beat the drum.	4. They don't beat the drum.
5. You do not play cricket.	5. You don't play cricket.

Activity 2:**10 Minutes**

1. Ask students to work in pairs (as students A and B) and answer the following questions using contractions. First, A asks the questions and B answers, then B asks the questions and A answers:

Column A	Column B
1. Do you like mangos?	No, I don't.
2. Does she help her mother?	
3. Does he comb his hair in the morning?	
4. Do I drive fast?	
5. Does she cook the meals?	
6. Do you brush your teeth daily?	
7. Do they grow vegetables?	
8. Does it rain here often?	
9. Do you tell stories?	
10. Does she sing poems?	

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

Conclude the lesson by reviewing the following points:

1. Weak forms are unstressed sounds in speech.
2. We often use contractions while pronouncing weak forms.
3. Weak forms make our speech more fluent.

**ASSESSMENT****5 MINUTES**

Randomly ask a few students to answer the following questions by stating 'Yes, No' and using contractions:

1. Do you read the newspaper?
2. Does she eat strawberries?
3. Do they play football?

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

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to rewrite the following sentences using contractions of do and does in their notebooks and share them with the class the next day:
 - ◇ You do not speak Chinese.
 - ◇ She does not like meat.
 - ◇ It does not rain much in autumn.
 - ◇ They do not live in Mardan.
 - ◇ She does not visit the Kaghan Valley..

ORAL COMMUNICATION SKILLS



STUDENT LEARNING OUTCOMES

- Express likes and dislikes.

INFORMATION FOR TEACHERS

- Like is to feel attraction towards someone or something, or to take pleasure and enjoyment in something.
- Dislike is the feeling of not liking someone or something.
- Create opportunities for students to have real conversation with each other rather than a role play in the class. This will help students in developing their interpersonal and communication skills.
- While teaching this lesson, the teacher should also consult the textbook (if required).



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum / Good Morning.
- Appreciate those students who respond to the greetings correctly.
- Ask students the following questions about their likes/dislikes.
 - Do you like cats? (If one student says, I like cats, ask the others if they like them too.)
 - Do you like visiting relatives?
 - Do you like playing games?
 - Do you like reading books?
- What do you like doing in your free time?
- Make sure that all students participate by responding to the questions asked by the teacher and use the word 'like', 'don't like' at least once in the sentence to express their likes or dislikes.
- Encourage students to provide individual responses, providing them the vocabulary, they need as they go along.
- Tell students that today we will talk about 'likes' and 'dislikes'.
- Now, explain to the students that you like something which you enjoy doing and you dislike something that you don't enjoy doing. i.e.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Draw the following table on the writing board.

Tennis	
Golf	
Cricket	
Swimming	
Running	
Football	
Baseball	
Hockey	

2. Ask the students I turns whether they like or dislike the sports mentioned in the table.
3. Write students' responses.
4. Assist students if they need help.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Explain that 'like' can be substituted for other verbs as to 'love, prefer, enjoy',
2. Ask students to use these alternatives in 'like' sentences.



ASSESSMENT

5 MINUTES

1. The teacher will informally assess students' ability to express likes and dislikes during the activity.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask students to write three sentences about things they like to do in school and three sentences about things they don't like to do in school, explaining the reason why.
2. Continue to model expressing likes and dislikes once or twice a week throughout the year.

TRAFFIC SIGNS



STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to practice some words of the text by looking at road and traffic signs with messages under the title.
- Match traffic signs with their messages.

INFORMATION FOR TEACHERS

1. Traffic signs take people safely to their destinations.
2. There are no chances of accidents if we follow traffic rules and signs for safe driving.
3. Road signs give clear-cut directions to the drivers.
4. There are three basic types of road signs they are: Regulatory, warning, and guide signs.
5. Give students real-life exposure to traffic signs if your school is located in an urban area where you have traffic signs available. Otherwise, use pictures to help them become familiar with the signs.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students randomly if they have seen any boards on the roadside with signs? (If your school is in an urban area, they must have seen these signs. If not, show them a few pictures of traffic signs).
2. Ask, "What are these signboards for?"
3. Display the following traffic signs on a chart and ask students to discuss in pairs what messages these signs give:



4. Review the signs with the whole class.
5. Tell students that traffic signs help us drive/ ride safely. They also guide us to reach our destination easily.



Activity 1: 10 Minutes

1. Display a chart of traffic signs and write an appropriate message under each sign which it conveys (involving the students):

 Turn right ahead	 No right turn
 Hump	 No U-turn

2. Explain the signs to students. Let them share their experiences of having seen any such signs.
3. Discuss the importance of these signs.

Activity 2: 10 Minutes

1. Divide the class into pairs.
2. Display the following chart and ask students to match the relevant message from Column A with the sign in column B:

Column A	Column B
a) The way for pedestrians (people who are walking on foot)	
b) Turn left	
c) Airport	 Bend to left
d) Turn left only	
e) Reduce the speed	

3. Provide them with the necessary support.

4. Ask them to share their work with other pairs.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling that:

1. Awareness about the traffic rules is necessary while driving as well as walking on the road.
2. Some of the signs are warning signs, some are informational while some are regulatory.



ASSESSMENT

5 MINUTES

1. Ask students to write appropriate messages against each sign:

1. 	
2. 	
3. 	



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the students to draw the signs of the following messages in their notebook and share them with other students on the next day.
 - ◇ No U-Turn
 - ◇ Hospital ahead.
 - ◇ No Left Turn.
 - ◇ No horn
 - ◇ Airport ahead

COUNTABLE AND UNCOUNTABLE NOUNS



STUDENT LEARNING OUTCOMES

- Identify and differentiate between countable and uncountable nouns.

INFORMATION FOR TEACHERS

- The concept of countable and uncountable nouns can be difficult for young students to understand easily. Visual examples are useful in helping your students understand the difference.
- A noun can be countable or uncountable. Countable nouns can be “counted”; they have a singular (a book, an apple) and plural form. (three tables, two rabbits)
- Uncountable nouns cannot be counted. Uncountable nouns are materials, concepts, information etc. which are not individual objects and cannot be counted. Examples: water, sand, rice, sugar, air.
- Time allocation is estimated and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- A leaf, two pebbles, some sand, a glass of water, a textbook, writing board, chalks/markers, charts, textbook.



INTRODUCTION

5 MINUTES

- Send four students outside the class to bring one leaf, two pebbles, some sand/mud and a glass of water.
- When they have brought all the things, put the things on the table.
- Ask the whole class: How many leaves are there on the table?
- After the students have given the answer, ask them about pebbles. Then ask about sand and water. Ask the students whether they can count sand and water in numbers. They will say NO.
- Tell them that there are some nouns that can be counted in numbers and there are some nouns that cannot be counted in numbers.
- Tell the students that nouns, which can be counted are called Countable Nouns and nouns which cannot be counted are called Uncountable Nouns.
- Draw five or six lines on the blackboard to represent countable items and a scribbled mass or crisscross of lines to represent uncountable items.



Countable items



Uncountable items

8. Start with the list of simple countable nouns that they know. For example, apple, cup, rupee etc. and use the blackboard to contrast this with uncountable nouns like tea.
9. You can count the cups but cannot count the tea in it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. On the blackboard, make two columns. Write 'countable nouns' and 'uncountable nouns' on top of each column respectively.
2. Divide the class into two teams. Both teams have to give ten countable and ten uncountable nouns from their household.
3. Team A will give countable nouns and the team B will provide uncountable nouns. If any team gives a wrong noun the point will be given to the other team. The team which scores most points wins. The whole class claps for the winning team.
4. (Children get excited in such competitions and they all shout names at the same time, therefore this activity needs to be disciplined. Tell students that they have to raise their hands and you will choose the students).

Activity 2:

10 Minutes

1. Ask the students to take out their textbooks and their notebooks.
2. Divide all the students into pairs. Tell them to go to the specific page (textbook) that you have already selected for the activity. (You must have done this earlier. The text must have good examples of countable and uncountable nouns).
3. Ask them to read the selected text carefully. Tell them to write, in their notebooks, all the uncountable nouns in the text.
4. (As a hint, you can tell students the total number of uncountable nouns present in the text. Help students with reading where needed).



CONCLUSION / SUM UP

3 MINUTES

1. Go through countable and uncountable nouns with the whole class. Ask students questions like what is a countable noun? What is an uncountable noun? Can you give examples of some?



ASSESSMENT

5 MINUTES

1. Assess all the students for their understanding of the concept. Assessment should also be done by checking the written work done by students in the class and the work given as homework.
2. After a week, arrange a quiz between two teams to assess how much students have understood from the concept taught.
3. Teacher is also required to involve the student in solving the problems given in the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. As a follow up, give students the same text and they have to write down all the countable nouns. Again, as a hint give them the total number of countable nouns present in the text.
2. Give this as a home task. Students have to write the uncountable nouns only, in the Activity 2.

EXPRESSING ABILITY / INABILITY



STUDENT LEARNING OUTCOMES

- Demonstrate the use of the verb can / cannot to show ability and inability.

INFORMATION FOR TEACHERS

1. Can / could are model auxiliary verbs.
2. After can or could always the first form of the verb is used.
3. The three main uses of can are (i) ability, (ii) possibility, and (iii) permission.
4. The sentence, 'Aslam can swim' shows that Aslam has the ability to swim.
5. In the sentence 'We can read another story today'. Can is used to show ability i.e. we are able to host as many as ten guests for dinner tonight.
6. Could is the past tense of can and is used to show the ability to do something in the past, could.
7. For example, 'I could not go to school yesterday because I was sick.'
8. Thus using 'not' with 'can' or 'could' shows inability.
9. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students randomly about any sentence they remember regarding the use of can and could. Also, make two columns A and B on the writing board and write the responses of students in column A as:

Column A	Column B
1. He can run.	He runs.
2. The child cannot run.	The child does not run.
3. I can speak loudly.	I speak loudly.
4. We cannot write.	We do not write.

2. Then ask students:
 - ◇ What is the difference between the sentences: 'He can run' and 'He runs' (written in column B)
 - ◇ What is the difference between 'I can speak loudly' and 'I speak loudly' (written in column B)
 - ◇ What is the difference between: 'We cannot write' and 'We do not write.' (written in column B)
3. Tell students that today we will work on using can and cannot with action verbs to show ability or inability.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make two columns A and B again on writing board for writing ability to do something and converting them into the sentences having can or could respectively: e.g.,
2. Ask students:
 - ◇ Does an infant have the ability to run?' (Their response will be 'no')
 - ◇ Does a young boy have the ability to run?' (Their response will be 'yes')
3. Write their responses in column A and the sentences of can/ could against them in column B as:

Column A	Column B
1. An infant doesn't have the ability to run.	1. An infant cannot run.
2. A young boy has the ability to run.	2. A young boy can run.

4. Also, review the following examples with the class:

Column A	Column B
1. Kamal has the ability to help the poor.	1. Kamal can help the poor.
2. Najma has no ability to write quickly.	2. Najma cannot write quickly.
3. Zahid had no ability to reach in time.	3. Zahid could not reach in time.

Activity 2:

10 Minutes

1. Copy the following table on the writing board:

Column A (Showing inability)	Column B (Showing ability)
1. Babar Azam _____ play cricket well now.	1. You _____ play after finishing your homework.
2. He _____ solve all the questions as some are very difficult.	2. She _____ do many exercises in the morning.
3. She _____ read long stories.	3. Gul Khan is only three but he _____ count up to fifty.

2. Ask the students to work in pairs and complete the sentences by writing can or cannot.
3. Once they are done, invite 3 – 4 pairs to share their responses with the whole class.
4. Finally, review the answers with the class.
5. Appreciate students for their participation.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today they have learnt the use of can and cannot for expressing ability and inability.
2. Give them a few more examples.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to identify which ones show ability and which ones show inability:
 - ◇ She **can speak** several languages.

- ◇ He **can swim** like a fish.
- ◇ They **can't play** cricket very well.
- ◇ We **can't go** to the library today.



HOMework / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask them to copy the following table in their notebooks for further practice at home:

ABILITY				INABILITY			
I	can	speak	English	I	can't	speak	English
He	can	run	very fast	You	can't	run	very fast
He	can	sit	in the garden	He	can't	sit	in the garden
She	can	write	poems	She	can't	write	poems
It	can	jump	to the other side	It	can't	jump	to the other side
We	can	make	delicious cakes	We	can't	make	delicious cakes
You	can	pass	the exam	You	can't	pass	the exam
	can	draw	pictures	They	can't	draw	pictures

DESCRIBING PICTURES WITH ACTION VERBS



STUDENT LEARNING OUTCOMES

1. Describe pictures from the immediate surroundings in sentences.
2. Describe pictures for details linked to action verbs.

INFORMATION FOR TEACHERS

1. Students need to be trained to observe the visible things in pictures and to note down them in written form.
2. They should also be skilled to observe the actions reflected in the pictures and noting them down.
3. For this purpose arrange cuttings from newspapers, magazines, and pictures of cricket, volleyball matches as well as other historical activities.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, pictures, newspaper cuttings, charts, and textbook, etc.



INTRODUCTION

5 MINUTES

5. Tell students that it is said that 'pictures speak'. Another saying is that 'a picture is worth a thousand words.' Write these sayings on the board and ask students to discuss what these sayings mean:
 - ♦ **Pictures speak!**
 - ♦ **A picture is worth a thousand words.**
 (Their responses may be: pictures have a message, they tell a story, they show action, etc.)
6. Appreciate students for their responses.
7. Tell them that today we are going to practise describing a few pictures.



DEVELOPMENT

20 MINUTES

Activity I:

10 Minutes

1. Display a portrait of Quaid-e-Azam (it is displayed in almost all school offices, you can get it from there or arrange one from the market or use a newspaper/ magazine cutting).
2. Then point to the picture of Quaid-e-Azam and ask students:
3. What is he wearing on his head?

4. Help students find words to describe Quaid-e-Azam's portrait in detail.
5. Ask them different guiding questions to help them think through.
6. Then show them the pictures of the school cricket match and ask questions.
7. Allow them to discuss the pictures in detail.

Activity 2:

10 Minutes

1. Divide the class into small groups.
2. Give some pictures to each group and ask them to discuss and write sentences to mention the actions shown in the pictures.
3. Then ask them to share their work with the other groups.
4. Finally, allow a representative from each group to share their sentences with the whole class.
5. Appreciate students for their active participation in the activities.



CONCLUSION / SUM UP

3 MINUTES

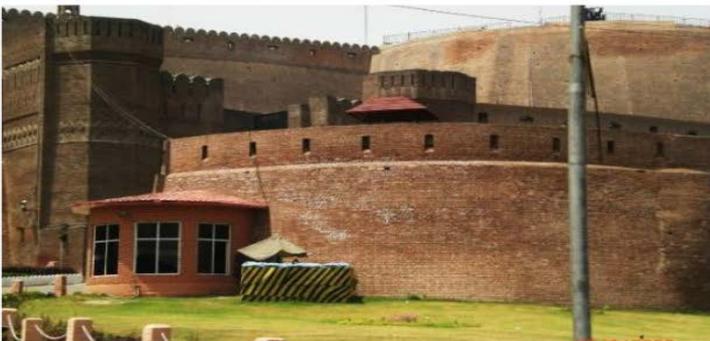
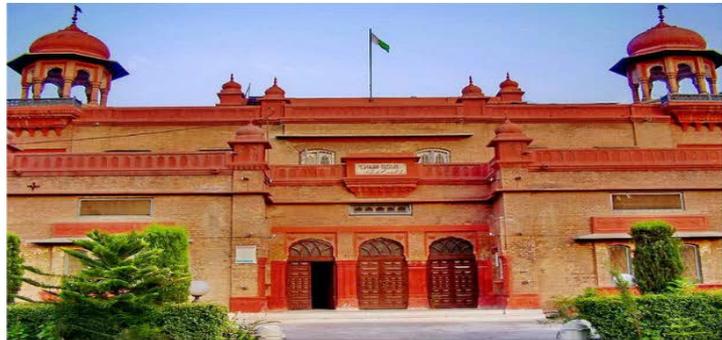
1. Conclude the lesson by telling the students that with this activity they have practised describing pictures for details linked with action verbs and names of the things from surroundings.



ASSESSMENT

5 MINUTES

1. Ask a few students randomly to describe pictures pasted on the walls of the classroom. Alternatively, display one of the following pictures in the class and ask students to describe it (these are pictures of famous historical places in Peshawar):



HOMEWORK / FOLLOW UP

2 MINUTES

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

SILENT LETTERS IN A WORD



STUDENT LEARNING OUTCOMES

- Pronounce and spell words with silent letters.

INFORMATION FOR TEACHERS

1. In an alphabetic writing system, a silent letter is a letter that, in a particular word, does not correspond to any sound in the word's pronunciation.
2. In simple words, a silent letter is a word of the English language, that is written but not pronounced at all.
3. Silent letters are compulsory in writing but ignored in speaking and pronunciation e.g. in the words: Debt, Know, knife, known, Night, Sign, comb, wrong, the underlined letters are silent because they have been written but are not pronounced.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write the following commonly used, simple words on the writing board:
comb, science, night, sign, bridge, talk, knee, autumn, castle, write.
2. Ask students to pronounce the words (help them to pronounce correctly where required).
3. Then pronounce the words one by one yourself and ask students to identify the letter which is written but not pronounced. Meanwhile underline the silent letters as identified, however, help in identification, if required.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the concept of silent letters with the whole class (see information for teachers).
2. Next, help students understand the following rules for silent letters:
Say, "Let's take a look at some rules for silent letters":
 - The letter B is usually silent when used after the letter M and also before the letter T.
 - ◇ Examples before M: Jamb, Lamb, Comb, Tomb
 - ◇ Examples before T: Debt, Doubt

- The letter C is silent when used before the letter L and the letter K.
 - ◊ Example before L: Muscle
 - ◊ Examples before K: Block, Luck
- The letter D is silent when it appears before the letter N and then also before the letter G.
 - ◊ Example before N: Wednesday
 - ◊ Example before G: Badge
- Let's look at the letter E.
 - ◊ If E happens to be at the end of a word, it is generally not pronounced. Examples: Able, Change, Title.
- The letter G is silent when it is used before the letter N.
 - ◊ Examples: Design, Sign.
- The letter H is often silent when it precedes the letter O, and when it follows the letters G, and R.
 - ◊ Examples before O: Honest, Hour, Honour
 - ◊ Examples after G: Ghost
 - ◊ Example after R: Rhyme, Rhythm
- The letter K is always silent when it precedes the letter N.
 - ◊ Examples: Know, Knock, Knife, Knight

Activity 2:

10 Minutes

1. Make two columns 'A' and 'B' on the writing board and write the following words having silent letters:

Column A	Column B
know	chorus
calf	debt
doubt	wrong
wrist	guest
knife	answer
build	knock
yolk	scene
match	what
where	when
light	name

2. Divide the class into pairs and name each student in a pair as 'A' and 'B'.
3. Ask partner 'A' to work on column 'A' and partner 'B' on column 'B'
4. Then ask students to practice the pronunciation of the words of their assigned columns and underline the silent letters.
5. Next, each partner should read the words aloud to the other partner and tell which letter is silent in each word.
6. Then ask pairs to compare their work with another pair.
7. Review the answers with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that today we have learnt that:

1. In the English language, certain words differ in pronunciation from their written shapes.
2. A letter (or more) from a word is written, but not pronounced at all.
3. Such letters (that are written but not pronounced) are called silent letters.



ASSESSMENT

5 MINUTES

1. Write the following sentence on the writing board and ask students to identify words with silent letters:
“I knit you a glove that covers you from your thumb to your wrist.”
2. Ask students to open any chapter of their textbook and search words with silent letters and also underline them.
3. Check the work of a few students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write in their notebooks 10 words which have silent letters in their notebooks and share with the class the next day.

IRREGULAR NOUNS



STUDENT LEARNING OUTCOMES

- Recognise and apply spelling change in plural forms of nouns.

INFORMATION FOR TEACHERS

- Irregular nouns are made plural by changing vowels, changing the word, or adding different endings more than one word as:

Goose,	Tooth,	Calf,	Wolf,	Leaf
↑↓	↑↓	↑↓	↑↓	↑↓
Goose,	teeth,	calves,	wolves	leaves
- An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- On the board, draw a picture of a foot on one side and two feet on the other side.
- Ask students to tell how the pictures are alike and different.
- Label the pictures with the words foot and feet.
- Discuss the spelling of each noun. Potential questions include: What do you notice about the spelling? How are the spellings different?
- Tell your students that today they will learn about irregular plural nouns.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make two columns ‘A’ and ‘B’ on the writing board.
- Write the following singular nouns in the column ‘A’.
- Make their plurals with the help of students:

Column A	Column B
singular	plural
wolf	people
mouse	mice
foot	feet
knife	knives

Activity 2: 10 Minutes

1. Divide the class into three groups.
2. Write the following sentences with the instruction for students on the writing board:
Fill in the blanks with the plural form of nouns given in brackets.
 - ◇ _____ Are playing in the field (child)
 - ◇ I got my _____ injured. (foot)
 - ◇ We cut water millions with different _____ (knife)
 - ◇ Don't pluck _____ from the trees. (leaf)
 - ◇ Medicine should be used to kill the _____ (louse)
3. Ask the groups to note the sentence and fill in the blanks by changing the given singular into plural.
4. After completion, each group leader presents his/her group's work.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an "s" or "es" to the end of the word.
2. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans.



ASSESSMENT

5 MINUTES

Ask students to make the plural of the following nouns:

1. Calf
2. Loaf
3. Thief
4. Goose
5. Shelf



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 plurals of the following nouns in their notebooks and share them with the class the next day:

Directions: Use the dictionary to write the plural form of the following irregular nouns.

Singular	Plural
Goose	
Ox	
Man	
Woman	
Person	
Fish	
Shelf	
Scissors	
Sheep	
Child	
Shrimp	

CHANGING NUMBER OF SIMPLE NAMING WORDS SINGULAR / PLURAL



STUDENT LEARNING OUTCOMES

- Recall changing the number of simple naming words by adding 's' and 'es'.

INFORMATION FOR TEACHERS

- Singular noun names one person, place, or a thing e.g., a cup, an umbrella.
- Plural noun indicates more than one person, place, or a thing e.g. cups, hats.
- Most of the plural nouns are formed by adding 's' or 'es' to the singular noun and are called regular nouns.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following nouns on the writing board:
Apple, Table, Students, Pen, Books, Cat, Dogs, Rats, Pencil.
- Ask 2 – 3 students to identify the nouns in the list which refer to one person, place, or a thing.
- Again ask 2 – 3 students to recognize those nouns in the list which indicate more than one person, place, or thing.
- Tell students how the singular nouns are made plural by adding 's' or 'es' to them.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following nouns on the writing board:
boy, glass, group, tree, plate.
- Draw a table with columns A and B on the writing board.

Column A	Column B
Boy	Boys
Glass	Glasses
Group	Groups
Tree	Trees
Plate	Plates

- Next, write the singular nouns in column A as shown above.
- Involve students to change the number of the written noun in column A and write them in column B against the relevant nouns (as shown above).

Activity 2:**10 Minutes**

- Divide the class into 4 groups.
- Write the following nouns on the writing board.
country, bed, fan, door, dish, class.
- Select a group leader for each group.
- Ask each group to change the number of these nouns and write them on a chart.
- After completion, ask the group leaders to come and present their group's work.

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

Conclude the topic by writing 2 – 3 main points on the writing board. e.g.:

- Regular nouns are made plural by adding 's' or 'es' to the singular.
- Singular nouns denote one person, place, or thing while plural refers to more than one.

**ASSESSMENT****5 MINUTES**

- Ask students to change the number of the following nouns.
chair, cup, bulb, sharpener, bench

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

- Ask students to select a paragraph from the textbook of their own choice and identify the nouns (at least five) which refer to one person, place, or thing.
- Also, ask them to change their number and write them in their notebooks.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

ARTICLES



STUDENT LEARNING OUTCOMES

- Identify 'a' or 'an' as articles.
- Identify and use the definite article 'the'.

INFORMATION FOR TEACHERS

1. In the English language, an article is an adjective.
2. Like adjectives, articles modify nouns.
3. There are two types of articles: definite and indefinite articles.
4. 'The' is used to refer to specific nouns; a/an is used to modify non-specific or general nouns. More simply, articles are words that define a noun as specific or general.
5. 'A' or 'an' is used with a singular count noun, when you mean 'one of many', 'any', 'in general'.
6. 'The' is used with any noun when the meaning is specific; for example, when the noun names the only one (or one) of a kind.
7. 'The' is used before names of countries, with the names of jobs and professions, with compass directions, with names of oceans, seas, rivers, and canals, with names of unique objects (the sun, etc).
8. 'A' and 'an' are used before singular nouns. 'A' is used before a noun beginning with a consonant sound, and 'an' is used before nouns beginning with vowel sounds.
9. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students randomly whether they have heard about 'a', 'an' and 'the' in the English sentences?
2. Write the following sentences with blanks and ask 3 – 4 students to fill them.
 - ◇ I ate _____ apple.
 - ◇ This is _____ hen.
 - ◇ That is _____ man.
 - ◇ _____ sun rises in the East.
3. Then ask them as to what 'a/an' and 'the' are called.
4. Take their responses and tell them that these are called articles.

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

1. Make two columns A and B on the writing board and write the following sentences:

Column A	Column B
1. Ali is a good student	1. Ali is a strong boy.
2. Aslam is an honest man.	2. This is an inkpot.
3. The Cleanliness Day will be celebrated tomorrow.	3. This is the cow that gives more milk.
4. This is an elephant	4. That is an aeroplane.
5. The river Indus flows in Pakistan.	5. Gul Khan is the most hard-working boy in the class.

2. Ask students to work in pairs to identify the use of articles. Partner 'A' should do the column 'A' and partner 'B' should work on the column 'B'. Once they are done, they should compare their answers.
3. Tell them that 'a' and 'an' are used before singular nouns. 'A' is used before consonants sounds and 'an' is used before vowel sounds.
4. 'The' is used to refer to specific nouns. It is also used before the names of oceans, seas, canals.

Activity 2:**10 Minutes**

1. Write the following incomplete sentences in columns A and B.

Column A	Column B
1. Shakeel is _____ best doctor.	1. He is _____ strongest man.
2. Najam is _____ good doctor.	2. Nadeem is _____ honest man.
3. Kiran is ___ most intelligent student in the school.	3. Red colour is _____ most popular colour in our school.
4. Aleezay is _____ good student.	4. She eats _____ egg daily.
5. Gilgit is in _____ North of Pakistan.	5. _____ River Kabul flows in KP.

2. Ask students to work in pairs to fill in the blanks with correct articles. Partner 'A' should do the column 'A' and partner 'B' should work on the column 'B'. Once they are done, they should compare their answers.
3. Finally, invite 3 – 4 pairs to share their answers with the whole class.
4. Appreciate students for their active participation.



1. Conclude the lesson by telling students that today's activities were aimed at the identification of articles 'a', 'an', 'the' and use of 'the'.
2. They have practised using the articles in sentences too.



ASSESSMENT

5 MINUTES

1. Ask students to write 5 sentences using 'a', 'an', and 'the' and cross-check with the desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to search three sentences for each article in the textbook at home and write in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

COMPOSITION



STUDENT LEARNING OUTCOMES

- Write with reasonable accuracy, some sentences or their own on a given topic.

INFORMATION FOR TEACHERS

- A sentence is a set of words that contains a subject and a predicate (the part of a sentence or clause containing a verb and stating something about the subject e.g., went home in Gul Khan **went home**).
- Help students understand that adjectives tell the qualities of nouns or describe nouns.
- Tell them that antonyms are words with opposite meanings for example tick=thin. At this level it is better to introduce direct opposites i.e. big=small, instead of forming antonyms through prefixes, comfortable-uncomfortable).
- This/these indicate things located near (singular and plural respectively).
- Adjectives, antonyms, and words like this, these, that, those are helpful to make sentences on a given topic.
- Orient students with the steps of the writing process, i.e., pre-writing, drafting, revising/ editing, and publishing.
- 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, charts, and textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students to tell which book is their favourite and why.
- Ask different questions from different students about their favourite book and write their responses on the writing board in bullets.
- Expected Answers: adjectives describing the book, e.g. interesting, colourful, thick, big, large, good, etc.
- Underline the adjectives in the sentences/ phrases and tell students that all the words which tell something about the book are adjectives.



DEVELOPMENT

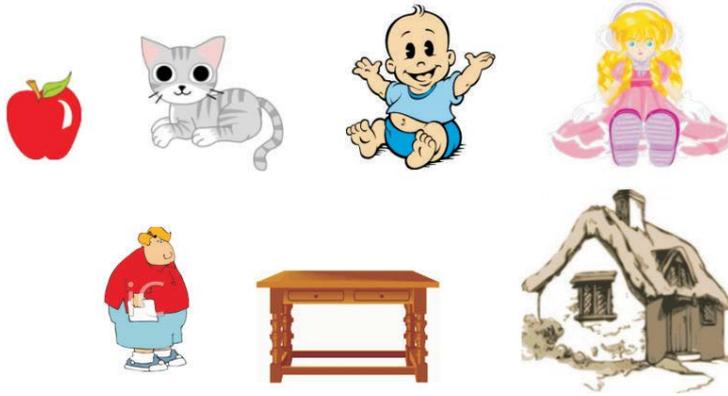
20 MINUTES

Activity 1:

10 Minutes

- Draw or find similar pictures from the textbooks.
- Ask students to describe the following pictures:

apple, cat, table, an old house, fat boy, baby, doll.



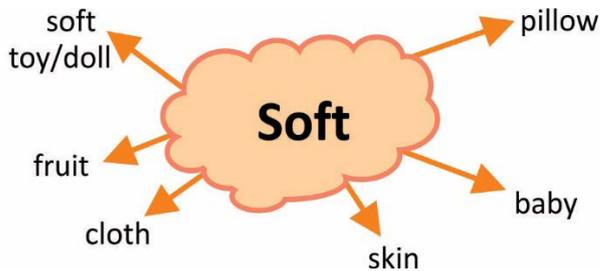
Activity 2:

10 Minutes

1. Tell students that the sentences should be meaningful. For example, ask them:
 - ◇ Is the writing colourful?
 - ◇ Is the notice board soft or hard?
2. Write these words on the writing board and ask students to copy them.

colourful, soft, hard

3. Brainstorm with the students on all possible naming words (nouns) they can think of that each of the above-given adjectives can be used to describe.
4. Write any one of the adjectives from above in the centre of a cloud made on the writing board and write possible responses around the adjective cloud: Soft. Nouns: pillow, fruit, skin, touch, cloth, ball, etc.



5. Encourage use of complete sentences when using the adjective and nouns. Provide help by suggesting This is/that is, These are/those are structures.
6. Then, ask students to write five sentences by using the above words.
7. Monitor and help students while they are writing. Make sure they use all five words in their sentences. Tell students that the sentences should make sense.



CONCLUSION / SUM UP

2 MINUTES

1. When students finish their work, ask them to read out one sentence.
2. Ask the class to propose any changes if required and make corrections where needed.
3. Appreciate creative and original sentences.



ASSESSMENT

5 MINUTES

1. Ask students to check their mistakes (of punctuation and write the second draft by correcting the mistakes.



HOMEWORK / FOLLOW UP

2 MINUTES

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

CHARACTERS IN A STORY



STUDENT LEARNING OUTCOMES

- Find out a character in the story and write briefly.

INFORMATION FOR TEACHERS

- A story is developed by presenting one or more characters.
- A **character** is a person, animal, being, creature, or thing in a **story**. Writers use **characters** to perform the actions and speak dialogue, moving the **story** along a plotline. A **story** can have only one main **character** (protagonist) and still be a complete story.
- A story arouses the interest of students and they pick the required things easily.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

Ask students the following questions:

- Have you ever heard a story?
Expected Answer: Yes, a lot of.
- Do you like reading stories?
Expected Answer: Yes
- Can you tell the names of any stories you've read or heard?
Expected Answer: Thirsty crow, Greedy dog, Grapes are Sour, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Review the definition of the characters in a story with the whole class:
- A **character** is a person, animal, being, creature, or thing in a **story**.
- It can be anything from a human to a non-living object. Whether it's Little Red Riding Hood or the Grasshopper and the Ant that you're describing, these characters play an important part within their story.
- Paste a written chart containing the story of 'The Greedy Dog'. Read aloud the story with appropriate speed, intonation, and expressions:

The Greedy Dog

Once there was a very hungry dog. He searched for food everywhere and at last, he found a bone. He picked the bone in his mouth and started running to find a safe place. There was a bridge on his way.

When he was crossing the bridge, he saw his reflection in the water. The dog thought that there was another dog with a bone in his mouth. He wanted to get that other bone too.

So he started barking at his own reflection. His bone fell in the water as soon as he opened his mouth. The greedy dog lost his bone!

Moral of the story: Greed is a curse.

5. Ask students what is story about?
6. Ask them to tell the name of the character in the story?
7. Explain to students the characters in stories.

Activity 2:

10 Minutes

1. Divide the class into 4 groups.
2. Select a group leader.
3. Review the following points for describing a character with the whole class:
 - ◇ describe the character's appearance
 - ◇ describe their background/past
 - ◇ describe how they speak
 - ◇ describe how they move
 - ◇ describe the character's actions, thoughts, and feelings
 - ◇ describe their personality
4. Ask each group to discuss and then write a few sentences about the character of the dog in the story. Ask them to look at the story text written on the chart to find details about the character of the dog.
5. After completion of work, the group leaders will present their group's work to the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by writing main points on the writing board about the story especially about the character of the dog.



ASSESSMENT

5 MINUTES

Ask students to answers the following questions:

1. What did the dog find to eat?
2. Where was he going to eat the bone?
3. What did he see in the water?
4. How did he lose his bone?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to read a story given in the textbook and tell about its characters the next day.

Month

5

TWO-CONSONANT CLUSTERS

SP, CR



STUDENT LEARNING OUTCOMES

- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions 'sp' and 'cr'.

INFORMATION FOR TEACHERS

- In English, when two or more consonant letters come together in such a way that each retains its sound, they are called a consonant cluster e.g., 'tw' in twelve and 'str' in string.
- Clusters** are made of two or more consonant sounds, while a **digraph** is a group of two consonant letters standing for a single sound.
- These clusters can come at the beginning, middle, and end of the word.
- The cluster at the beginning of a word is called "initial cluster," while at the end of the word is called "final cluster."
- Give students possible practice in the use of identifying consonant clusters in different 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, chalk/marker, duster, textbook, etc.



INTRODUCTION

3 MINUTES

- Write the following word in this way C-R-E-A-M on the writing board.
- Ask 3 – 4 students to identify each letter as a consonant or vowel.
- Now, write the same word like this: 'CREAM'.
- Ask a few students randomly to pronounce it.
- Next, underline the initial consonant cluster 'cr' in the word 'CREAM'.
- Tell students that when two or more consonant letters come together in such a way that each one retains its sound, they are called a consonant cluster.
- A consonant cluster can come at the initial, medial, and final positions.



DEVELOPMENT

22 MINUTES

Activity 1:

10 Minutes

- Write the following words on the board:
speak, wasp, crisp, spade, crow

2. Divide the class into pairs.
3. Ask students to read the words, identify two consonants coming together in each word, and note them down in their notebooks. Then, both partners should practise pronouncing each word and identify the sound of the consonant cluster. Ask them to feel if they can hear each consonant sound within the cluster.

Activity 2: 12 Minutes

1. Ask students to continue working in the same pairs.
2. Write the following words on the writing board:

cr-	sp-	-sp	-ct
crab	space	clasp	act
cracker	spank	crisp	direct
crazy	speak	cusps	expect
cricket	special	gasp	fact
cripple	spend	grasp	object
crisp	spirit	lisp	project
crutch	sport	wasp	respect
cry	spot	wisp	tract

3. Ask the pairs to practise the words and identify the consonant clusters in each word.
4. Ask them to tell the position of the clusters.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson with the following points.

1. In English, when two or more consonant letters come together in such a way that each retains its sound, they are called a consonant cluster e.g., 'tw' in twelve and 'str' in string.
2. Clusters are made of two or more consonant sounds, while a digraph is a group of two consonant letters standing for a single sound.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board.
2. cricket, crate, spouse, spoon, wasp, crisp, fact, act
3. Make two columns like this:

Initial cluster	Final cluster

4. Ask students to copy the table in their notebooks and write the given words under relevant headings.
5. Randomly check students' work 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.
2. Ask students to go through a unit of their textbook and identify five initial cluster words and five final cluster words and write them in their notebook.
3. Ask them to share their words with the rest of the class the next day.

EXPRESSING OPINIONS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognize, and express opinions in simple sentences.

INFORMATION FOR TEACHERS

- An opinion is a viewpoint or statement that is not conclusive.
- An opinion shows agreement or disagreement to a statement of a person.
- An opinion is also a piece of advice from an expert.
- 'In my opinion', speaking for myself, and 'everybody knows' are some expressions that show opinions.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following statement on the writing board:
 - Sports are more important than studies.
- Ask a student the following questions:
 - Do you agree with this statement? If yes, why?
 - Do you disagree with this statement? If yes, why?
- Ask a few other students to express their opinions about the statement written on the board.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Introduce students to the concept of politely expressing their opinions during discussions and conversations with others.
- Say: Imagine yourself in a room full of people where an important discussion is going on. Suddenly, someone calls you by name, saying, "So, what's your opinion about this topic?"
- Ask students to share if they have ever had such an experience. Do they feel comfortable when others ask their opinion about a topic?
- Tell students that there are certain useful phrases people use before expressing their

opinions. Review the following phrases/ expressions with the whole class:

- ◇ I think....
- ◇ I believe....
- ◇ I feel....
- ◇ I suppose....
- ◇ I guess....
- ◇ According to me....
- ◇ In my view....
- ◇ In my opinion....
- ◇ From my point of view....
- ◇ Personally, I think....
- ◇ I'd like to point out that....
- ◇ What I mean is....
- ◇ My impression is that....
- ◇ I hold the view that....
- ◇ I'm of the opinion that....

5. Next, tell students that an opinion usually has three parts:

- ◇ **An opening phrase or statement** that clarifies that it's your opinion being expressed.
- ◇ **One or more reasons** that explain "why" you have that opinion.
- ◇ **A conclusion** that ends the discussion. It can also ask a question, as we'll see in other examples. Let's take talking about the weather, for example:
 - I really hate summer weather in Peshawar (opening statement).
 - It's hot and humid (reason #1).
 - It makes me feel tired and uneasy (reason #2).
 - I don't feel like reading or doing homework much (reason #3).
 - So I don't look forward to summer (conclusion).

6. Tell students that in the next activity, they will practice expressing their opinions on a couple of topics. Ask them to keep the three-step process in mind while expressing their opinions.

Activity 2:

10 Minutes

1. Write the following situations on the writing board:
 - ◇ Teachers should not give us homework.
 - ◇ Fruit is better than tea.
2. Divide the class into small groups.
3. Assign a group leader to each group whose job will be to moderate the discussion and give everyone an opportunity to speak and express opinions.
4. Remind students of the useful phrases and the three-step process discussed in the previous activity.
5. Ask them to discuss both topics one by one.
6. As the groups discuss, move around and assist them where needed.
7. Once they are done, appreciate them for their active participation.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. It is important to express your opinions politely.
2. Begin expressing an opinion using one of the phrases studied today, e.g., I feel..., In my view..., In my opinion..., etc.

3. Follow the three-step process while expressing your opinion on a topic.



ASSESSMENT

3 MINUTES

1. Write the following statement on the writing board:
 - ◇ Students should participate in the school games.
2. Ask students to think of an opening statement, a reason, and a conclusion to express their opinion about this topic.



HOMEWORK / FOLLOW UP

2 MINUTES

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

LEAD AND FOLLOW



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions to lead and follow.

INFORMATION FOR TEACHERS

1. Formulaic expressions are fixed forms used in different conversations i.e. 'how are you?', 'I am fine, thank you.', etc.
2. Use facial expressions while talking to the students.
3. Notice that when these expressions are used in routine life, they make the language livelier.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Begin a conversation by asking students "How are you?"
Expected answer: We are fine.
2. Continue with a few more questions to engage more students in the conversation.
3. Introduce the topic by saying that our lesson for today is to use correct expressions to lead and follow.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

NOTE: This is a role-play activity that requires prior preparation. Provide the below dialogue to students and give them time to practise it.

1. Divide the class into groups of four each. Ask each group to prepare this dialogue.
2. Write the following dialogue on four charts and display them in each corner of the class.

Student A: Hello, friend. How are you?

Student B: Hello, I am fine, thank you and, how are you?

Student A: Where is the library?

Student B: I am sorry, I don't know.

Student A: Never mind! Let me ask someone else.

Student A: Hi, may I know where the library is?

Student C: Hello, it is in front of the Principal's office.

Student A: Could you take me there now?

Student C: Sure, let me leave my bag in the classroom.

Student A: Sure please, I am waiting.

Student C: Let's go please, here it is.

Student A: Thank you for bringing me to the library.

Student C: Don't mention it.

Student A: Hello sir, can you take me to the science section, please?

Librarian: Hello! Yes, I can but don't you know about it?

Student A: No sir, I am afraid, I don't. I am new to this school.

Librarian: Go straight down this row and take the first left, walk for about 20 feet, then you will find the science section at your right.

Student A: Thank you sir for being so helpful.

3. Now divide the class into groups of four each.
4. Ask each group to assign roles amongst themselves and prepare the dialogue.
5. Move around the class and help them by explaining difficult words and pronouncing the sentences with correct pronunciation and intonation.
6. Randomly invite any two groups for the act of role-playing.



CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students that today we have learnt and practised some expressions which are used to lead and follow the conversation.
2. Give examples from the dialogue.



ASSESSMENT

5 MINUTES

1. Assess and provide feedback while the students act dialogues.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practise the dialogue with siblings at home.
2. Encourage students to use formulaic expressions during day-to-day conversations in the class in particular, and outside the class in general.

ACTION VERBS



STUDENT LEARNING OUTCOMES

- Recognize doing words as verbs. Use action verbs in speech and writing.

INFORMATION FOR TEACHERS

- A verb is a word that expresses action, makes a statement, or links relationships.
- Action verbs show what someone or something is doing.
For example:
 - Ali hit the ball.
 - My mother is cooking dinner.
 - The farmer drives a tractor.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/markers, charts, textbook, paper chits having action words written.



INTRODUCTION

5 MINUTES

- Begin the lesson by clapping your hands. Ask whole class: What am I doing? The students answer: "clapping".
- Encourage students to give answer in a complete sentence; "You are clapping".
- Ask the students: "Is clapping a noun or a verb?"
- If students give the correct answer (verb), encourage them by saying "Well done!" or "good!".
- If students give incorrect answer (noun), tell them that "clapping" is an action verb.
- Explain action verbs to the students. (see Information for teachers above).
- Tell the class that they will play a game. Divide the class into two teams; Team A and Team B. Tell them that you will call students one by one from one team. He/she will pick a chit and perform the action (without making any sound written on the chit. The other team will have to guess the action.
- Write the actions on the board as students guess them.
- Play the game till the time allows.
- The team who guesses the most actions right wins. The whole class claps for the winning team.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide the class into pairs.
2. Give each pair one action word. Choose the verb from the writing board. (the action verbs from the introduction activity).
3. Tell the pairs, that one student has to make a question using the action verb. The other student will answer the question.
4. Demonstrate with an example (Student A says: "Why are you jumping?" Student B says: "I am jumping because I am happy").
5. Give clear instructions. Tell pairs that they have 5 minutes to prepare. Repeat instructions if necessary. Monitor the pairs to check each member is contributing. HELP the students where necessary.
6. After 5 minutes, ask each pair to say their dialogue. If time does not allow each pair to speak, tell the rest of pairs that they will have their turn in the next class.

Activity 2:

10 Minutes

1. Ask students to take out their notebooks.
2. Write five sentences on the writing. (See the sample sentences at the end of the lesson plan).
3. Ask the students to underline action verb in each sentence.
4. Ask students to substitute the action verbs and see how that changes the meaning of the sentences.



CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by asking the students questions: What are action verbs? Ask students to give a few examples of action verbs.



ASSESSMENT

5 MINUTES

1. Assess students' understanding of action verbs through their correct responses during introduction and sum up.
2. Assess students' understanding of action verbs through the dialogues produced in activity 1.
3. Assess students' ability to identify action verbs through the written answers chosen in the activity 2.
4. Arrange an oral or written quiz after few days to further assess students' understanding of action verbs.
5. Involve the students in solving problems given in exercise at the end of unit / chapter.



1. Write five action verbs on the blackboard. Ask the students to use them in their own sentences. Give this activity as home work. Sample action words are given at the end of this plan. You can either give the same to students or change them.

Sample sentences for Activity 2**Underline the action verb in each sentence:**

1. Fish swims in water.
2. Children play in the evening.
3. My mother cooks every day.
4. Sara always sings her favourite song.
5. I am writing a letter to my father.

Sample action words for follow up:

play, eat, stand, write, talk

PAIRS OF WORDS / HOMOPHONES



STUDENT LEARNING OUTCOMES

- Locate, identify, differentiate between and use some simple pairs of words including homophones.

INFORMATION FOR TEACHERS

- A homophone is a word that has the same pronunciation as another word or words but that has a different meaning. Some common homophones are there/their/they're, one/won, and hour/our.
- Homophones are words that sound the same but have different meanings – so they are the same but different!
- Because students frequently confuse the spellings of words in homophone sets, it is important to:
 - learn the different ways that similar-sounding words are spelled,
 - learn the different meanings of words in homophone sets, and
 - associate each homophone spelling with its corresponding word meaning.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following words on the writing board as shown below:
see, sea, meat, meet
- Pronounce the words written on the writing board loudly.
- Ask students to tell if they see a difference in pronunciation.
- Tell students that words with the same sound but different spelling are called homophones.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board in jumble form:
flour, sun, two, brake, eight, son, too, break, ate, flower.

2. Divide the class into pairs and ask them to do the following:
 - ◇ Pronounce the words
 - ◇ Check the spelling
 - ◇ Find pairs of words matching in sounds (i.e., homophones)
3. Once they are done, ask a few pairs randomly to share the homophones with the whole class.

Activity 2:

10 Minutes

1. Make flashcards of the following words:
 - ◇ bored/board
 - ◇ peek/peak
 - ◇ here/hear
 - ◇ ring/wring
 - ◇ knot/not
 - ◇ know/no
 - ◇ where/wear
 - ◇ allowed/aloud
 - ◇ sea/see
 - ◇ hear/here
 - ◇ red/read
 - ◇ past/passed
 - ◇ manner/manor
 - ◇ they're/their/there
2. Place the flashcard in the mixed form at the center of the room.
3. Make teams of two students.
4. Ask the teams to find flashcards having homophones.
5. Give a chance to as many teams as possible.
6. Team matching homophones in lesser time will be declared the winner.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson in 2 or 3 sentences, like this.

1. Homophones are words that sound the same but have different meanings.
2. They are spelled differently.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing boards.
 - ◇ Week weak
 - ◇ Write right
2. Ask 3 – 4 students to use these words in their sentences so that their meanings become understandable.



HOMEWORK / FOLLOW UP

2 MINUTES

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

MIND MAP



STUDENT LEARNING OUTCOMES

- Make notes and fill them to complete a mind map as a guided task.

INFORMATION FOR TEACHERS

- A mind map is a diagram used to visually organize information.
- It is often created around a single concept.
- Major ideas are connected directly to the central concept and other ideas branch out from those major ideas.
- For making a mind map to complete a guided task for example writing a paragraph on a given task, the following steps may be followed:
- Skill them to observe the physical environment, its use, and purpose, etc.
- Train them to classify and make in order the components of the task.
- Train them to mind map their ideas regarding a given topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask the following question from the students.
 - Have you listened to the speech of the Head Master in the school assemblies and students in the school Bazm-e-Adab Programmes? (Expected Responses: Yes).
- Then ask any volunteers to try to reproduce shortly a recent speech. Ask the whole class to help recall the ideas from that speech by brainstorming.

e.g., one may reproduce the speech of Head Master on 'Qualities of a good student', in the school assembly as:

 - A good student is always punctual, comes to school on time, does his work regularly.
 - Offers prayers five times a day.
 - Respects his/ her parents, teachers, and all elders.
 - Gives time for play, sitting with his/ her parents and siblings.
 - Completes his/ her homework at the proper time.
 - Takes care of cleanliness.
- Then tell the students that as we have written various qualities of good students in the form of a list after brainstorming, another technique that can be used to generate and organize ideas is called mind-mapping. Tell students that today they are going to practice it.



DEVELOPMENT

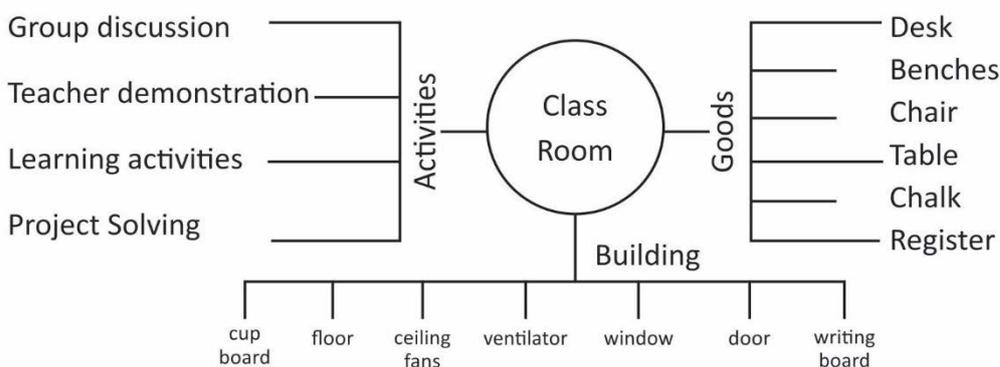
20 MINUTES

Activity 1:

10 Minutes

Ask the students randomly the following questions:

1. What parts are there in the building of our classroom?
Expected responses: door, windows, writing board, cupboard, ceiling fans, ventilators, etc.
2. Ask another question that what goods/things are there?
Expected responses: chairs, desks, bench, tables, chalks, registers, bags, etc.
3. Ask that what activities are carried out here?
Expected responses: the teaching-learning activities, group discussion, project, problem-solving, reading, etc.
4. Incorporate their responses in diagrammatic form as:



5. Then make two groups A and B and ask them to convert the diagrammatic form into a written shape.
6. Making three paragraphs one for buildings, second for goods, and the third for activities mentioning all the items, meanwhile move to each group for guidance and help.
7. At the end ask them to share their works with other groups.

Activity 2:

10 Minutes

1. Again make two groups A and B and ask them to prepare the diagrammatic form of the details of their villages and then to convert it into written form, however, help and guide them.
2. After completion of the task, each group leader presents his/her task.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that today we have practiced how to complete a mind map and write a note on a particular topic.



ASSESSMENT

5 MINUTES

1. Ask the students to write main points and their further details, in bullet form, for writing a note on our school library and cross-check with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell the students to write a note on their school with the help of their parents/siblings at home using a mind map.

INFORMAL INVITATIONS



STUDENT LEARNING OUTCOMES

- Write guided short informal invitations to friends and family members to demonstrate the use of convention.

INFORMATION FOR TEACHERS

- In an informal invitation letter, the sender informs about the event or the occasion and asks the receiver to attend it kindly.
- The language of such a letter is informal and friendly. The letter can be elaborative, explaining the details of the event.
- Informal invitations generally take the shape and form of a personal letter. We use these to invite our friends, relatives, and dear ones with whom we have intimate, personal, and friendly relations.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, some used marriage invitation cards, etc.



INTRODUCTION

5 MINUTES

- Showing a marriage invitation card to the students ask the following questions.
 - What is this?
- Being commonly used, the response of the students in one voice will be: (Marriage invitation card) then ask:
- For what purpose it is used? The response will be: 'Feast, Waleema, Dawat'.
- Then show them an application of a student for leave and ask.
 - What is this?
- Their expected response will be: an application then write their responses as invitation card and application and ask what is the difference between these two?
- Most, someone or no one may respond correctly, however, tell them that 'an application and letter to parents, teacher, and other grownups are formal whereas invitation is generally, personal letter.
- We use them to invite our friends, relatives and dear ones quite relaxed and friendly.
- Tell them that today we will work on it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make two groups A and B of the students and give some invitation cards, applications of students available in the class cupboard to each group and ask them to match them and note down the differences of style and language on a paper.
2. Then ask the group leaders to come, share their observations with the whole class, and write them in their concerned column on the writing board.
3. Meanwhile, help and guide them where required.

Activity 2:

10 Minutes

1. Again make two groups of the students and ask group A to write to a friend for attending a birthday party and group B to attend his brother's marriage feast.
2. Meanwhile, keep moving to each group for guidance and help.
3. Check it and then ask the group leaders to share it with the class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that with these activities they have practiced how to write informal invitations.



ASSESSMENT

5 MINUTES

1. Ask students to write an invitation to a friend to attend a birthday party and cross-check with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

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

Month

6

EXPRESSING NEEDS AND FEELINGS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognize, and use some formulaic expressions to express needs and feelings.

INFORMATION FOR TEACHERS

- Give your students enough vocabulary to express needs and feelings.
- Use your facial expressions while talking to the students.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - How are you feeling today?
Expected answer: We are feeling well.
 - What do you need when you are thirsty?
Expected answer: We need water.
- Ask students to identify what these sentences show.
- Get their responses and tell them that these sentences express needs and feelings.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Introduce students to the concept of feelings and how to express them:
 - Before you express a feeling, you need to know what it is!
 - Spend some time alone thinking about how you're feeling.
 - Come up with suitable words that describe exactly how you feel.
 - Instead of saying you feel 'bad' – find more specific words like afraid, angry, upset, or nervous.
 - Remember, feelings are often described in one word (happy, excited, sad, angry). If you've got more than that it might be a thought you're trying to express – e.g., I feel that my teacher doesn't like my writing.
- Divide the class into four groups.

3. Select a group leader for each group.
4. Write the following words on the board:
happiness, anger, sadness, disgust, fear, surprise
5. Paste the chart of the following emotions:



6. Ask students to identify feelings/emotions shown by each face.
7. Ask them to read the words written on the board and match them with the faces shown on the chart. Here's the key (for emotions from left to write): **happiness, sadness, anger, fear, disgust, surprise**
8. Once they are done, invite group leaders to share their group's responses with the whole class.
9. Review the answers with the whole class.
10. Allow students to share their experiences related to each of the feelings/ emotions.

Activity 2: 10 Minutes

1. Write the following words on the writing board:
water, food, books, air
2. Divide the class into pairs.
3. Ask students to look at the words written on the writing board and discuss when we need the items shown by these words.
e.g. water —————> thirsty —————> we need water when we are thirsty.
4. Allow 3 – 4 pairs to share their responses with the whole class.
5. Discuss with the whole class how they express their needs.
6. Review the polite expressions for making requests, e.g., May I..., Can I..., Could you please..., etc.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that our facial expressions show our feelings while we talk to others.
2. We should express our needs politely.



ASSESSMENT

5 MINUTES

1. Ask students to think of a situation, event, or action that made them feel (happy, sad, angry, disgusted, or surprised). Express it using the following expressions:
 - ◇ I feel _____ when _____
 - ◇ I feel _____ about _____
2. Randomly ask a few students to share their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give 10 words to the students to practice using (thee, thuh) as per initial vowel/consonant sounds.

CONTRACTIONS WITH 'DO' AND 'HAVE'



STUDENT LEARNING OUTCOMES

- Recognise and pronounce the weak forms of 'do' and 'have' in contractions.

INFORMATION FOR TEACHERS

- Weak forms are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa /ə/ (a short vowel sound as at the start of 'alone' and end of 'the').
- Example:
In the sentence below the first 'do' is a weak form and the second is stressed.
- What do you want to **do** this evening?
- Structural words, such as prepositions, conjunctions, auxiliaries, and articles are often pronounced in their weak form, since they do not carry the main content, and are therefore not normally **stressed**.
- Students can find them difficult to hear and this interferes with understanding.
- Counting the number of words in a sentence, or sentence dictations can help raise awareness of weak forms.
- Weak forms of 'do' and 'have' are unstressed in connected speech.
- Weak forms are often used in contractions, e.g., do not = don't, have not = haven't.
- We use contractions (I'm, we're) in everyday speech and informal writing. Contractions, which are sometimes called 'short forms', commonly combine a pronoun or noun and a verb, or a verb and not, in a shorter form.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Blow up a balloon and ask students to watch it expand.
- Keep blowing so that it gets bigger and bigger but stop before it bursts.
- Now let the air out slowly and ask students to observe its size now.
- Tell them that when we blow up a balloon, it gets bigger, but when we let the air out, it shrinks, or contracts. To contract means to get smaller.
- Tell students that in everyday speech and writing to friends and family (informal writing), we use short forms of words that are called contractions.

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

- Tell students that in writing, we can use a contraction to combine two words together and make a shorter word.
- In other words, the contraction shrinks the two words just as a balloon shrinks. So a contraction is just a word that's a shortened form of two words put together.
- For example, when the words do and not are put together, the contraction word don't is formed.
- To make a contraction word, we put two words together and shorten them using an apostrophe where the letters have been omitted or taken out.
 - ◇ can + not = can't
- Remember, when we added the apostrophe, it took the place the letters 'n' and 'o' of the word not.
 - ◇ do + not = don't
- When 'do' and 'not' are put together, they make the contraction 'don't'. We took the two words, took out a letter (the 'o'), put in the apostrophe, and then made the shorter word. The contraction word 'don't' was formed.
 - ◇ Have + not = haven't
- In this example, the words have and not were combined. The apostrophe took the place of the letter 'o' and the word 'haven't' was formed.

Activity 2:**14 Minutes**

- Review the following table with the whole class:

uncontracted	Words joined	letter(s) omitted	contracted
do not	donot	donot	don't
does not	doesnot	doesnot	doesn't
did not	didnot	didnot	didn't
I have	Ihave	Ihave	I've
He/She/It has	He/She/It has	He/She/It has	He's/ She's/ It's
They have	Theyhave	Theyhave	They've
have not	havenot	havenot	haven't
has not	hasnot	hasnot	hasn't

- Now, divide the class into pairs.
- Write the following sentences on the board and ask students to discuss with each other in pairs and rewrite the sentences using contractions:

uncontracted	contracted
I do not believe you.	
She does not know.	
We did not go.	
I have not finished.	
You have not eaten.	
He has not started.	
It has rained.	
She has left.	

I have a blue bag.	
Do you not eat apples?	
Does she not take tea?	

- As the pairs work, move around and provide the necessary support.
- Once they are done, review the answers with the whole class.



CONCLUSION / SUM UP

2 MINUTES

- Conclude by restating the key points of the lesson.



ASSESSMENT

2 MINUTES

- Assess the understanding of students during the activities above.



HOMEWORK / FOLLOW UP

2 MINUTES

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

VERBS



STUDENT LEARNING OUTCOMES

- Illustrate use of different forms of the verb be, doing and have with their corresponding pronouns I, we, you, he, she, it, they.

INFORMATION FOR TEACHERS

1. Be, Do and Have are helping verbs. They are irregular verbs and can be used as main verbs.
2. The verbs **am**, **is**, **are**, **was**, and **were** are the forms of the verb **be**. The verb **be** does not show action. It tells what someone or something is or is like.
3. The verbs 'am', 'is', and 'are' tell what someone or something is now.

For example:

- a. I am a teacher, I am hungry.
 - b. She is a student. He is laughing
 - c. They are happy. We are studying.
4. Use **am**, **is** and **was** with **I**, **she**, **he** and **it**.
 5. Use **are** and **were** with **we**, **they** and **you**.
 6. The verb to **have** shows possession.

For example:

- a. I **have** a piano. She **has** a new doll.
 - b. They have many cats.
7. The forms of the verb to have are have and has for the present and had for the past.
 8. Use **has** with **she**, **he** and **it**.
 9. Use **have** with **I**, **we**, **they** and **you**.
 10. The verb do is one of the most common verbs in English. It can be used as an auxiliary and a main verb. The verbs **do** and **does** are used to express daily activities or jobs.

For example: I do homework.

11. You can reinforce this lesson in one more period for clarity of the concepts with examples.
12. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/markers, charts, textbook, some pictures (girl or boy, a girl or boy doing some action, people doing some action, a cute pet animal).



INTRODUCTION

10 MINUTES

1. Bring some pictures (see materials above) to the class.
2. Hold one picture in your hand. Ask the whole class: Is she a girl or a boy? The students answer: girl.
3. Encourage students to give answer in a complete sentence form: She is a girl.
4. Ask one female student: Are you a girl or a boy?
5. Practice the question with a few male and female students. Tell students that they have to answer in complete sentences: I am a boy. I am a girl.
6. Draw three columns on the writing board. Write **I am** in the first column. Write **He is, She is, it is** in the second column. Write you are, **we are, They are** in the third column like this:

I am	He is She is, It is	You are, We are, They are
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7. Hold another picture in your hand. Ask whole class: What is he doing? The students answer: He is smiling/writing/running. etc. (whichever action is shown in the picture).
8. Point to a student and ask the whole class: What is he doing?
9. Practice the question with a few male and female students. Tell students that they have to answer in complete sentences: He / She is talking/writing/smiling.
10. Show the students another picture and ask: What are they doing? The students answer: They are playing/running. etc.
11. Ask the students: What are we doing? (Use actions to show 'we').
12. Show the students a picture of a cat and say: It is a cute cat.
13. Touch the wall and say: It is a wall.
14. Call a few students (one by one) to your desk. Have them touch different objects. Ask each student: What is it?
15. Write on the blackboard (list): I am, She is, He is, It is, You are, We are, They are. Go through the list with students. Wipe off the list from the blackboard.
16. Draw two columns on the blackboard. Write I have, You have, They have, We have in one column.
17. Write She has, He has, It has in the second column: like this:

I have, You have, They have, we have	She has, He has, It has
---	--------------------------------

18. Ask students do they remember when has or have is used.
19. Encourage students if they give correct answer. Tell them when we use the verb has and have. Also teach them which pronouns take has and which pronouns take have. (See Information for Teachers above).
20. Ask the students to give you examples.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask students to take out their note books.
2. Write eight sentences on the blackboard. (See the sample sentences at the end of the lesson plan).
3. Ask the students to put in the correct verb in each sentence.

Activity 2:**10 Minutes**

1. Draw two columns on the blackboard. Write I do, You do, They do, We do in one column.
2. Write She does, He does, It does in the second column.
3. Tell them when we use the verb do and does. Also teach them what pronouns take do and what pronouns take does. (See Information for Teachers above).
4. Give students many examples: What do you do? My father does business. My mother does house work. We do class work daily. etc.
5. Ask students for examples.

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

1. Review the lesson by asking questions from students.
2. Choose a text from any textbook to quiz them by asking them to point out which verb will be used in which sentence.

**ASSESSMENT****5 MINUTES**

1. Assess students' understanding of be, do and have verbs through their correct responses during, activity 2 and sum up.
2. Arrange an oral or written quiz after few days to further assess students' understanding of the auxiliary verbs.
3. Teacher is also required to involve the student in solving the problems given in the exercise at end of unit / chapter..

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

1. Write seven sentences on the blackboard. Ask the students to copy the sentences in their note books. Give this activity in home work.
2. Write five sentences on the blackboard. Ask the students to copy the sentences in their note books. Give this activity as class work in the next class.

Sample Sentences with answers Activity 1**Fill in the blanks using am, is, are.**

1. I am brave.
2. They are watching TV.
3. She is going to the market.
4. You are very kind.
5. It is a big kite.
6. We are playing football.
7. He is very naughty.
8. It is a black dog.

Sample Sentences with answers Follow up Activity 1

Fill in the blanks using has or have.

1. I have many toys.
2. She has a new dress.
3. They have many cats in their house.
4. He has two children.
5. It has a long tail.
6. You have beautiful eyes.
7. We have only one bicycle.

Sample Sentences Follow up Activity 2

Fill in the blanks using do or does.

1. I do my home work in the evening. (do)
2. She does cooking with her mother.(does)
3. He has a job. (does)

SHORT VOWELS



STUDENT LEARNING OUTCOMES

- Classify, pronounce, and practice short vowel 'e'

INFORMATION FOR TEACHERS

- There are five short vowel sounds:

	Sound	Example
i.	Short 'a'	and, an
ii.	Short 'e'	ten, test, pen
iii.	Short 'i'	ink, ill
iv.	Short 'o'	hot, pot
v.	Short 'u'	up, shut

- There are seven long vowel sounds (single vowels):

	Sound	Example
i.	Long 'a'	fake, rate
ii.	Long 'ā'	park, heart
iii.	Long 'ē'	seat, heat
iv.	Long 'ī'	lie, high
v.	Long 'ō'	road, boat
vi.	Long 'ū'	fool, rule

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



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart of short vowel sounds, etc.



INTRODUCTION

5 MINUTES

- Introduce vowels: write the vowels a, e, i, o, u on writing board.
- Read the sounds of letters like this:

Letter	example
a	lalunt
e	lelgg
i	li nk
o	lolrange
u	lu nder

3. Make the student practice words f|e|stival, |e|vent, h|e|
4. Tell students that the vowels used in these words are called short vowels.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing boards.
egg, eleven, elephant, end, else
2. Divide the class into pairs.
3. Tell pairs to pronounce the given words one by one.
4. After this practice tell them to identify vowel sounds.
5. Ask students to tell if it is a short vowel or not.
6. Ask some pairs randomly to share their answers.

Activity 2:

10 Minutes

1. Write the following words on the writing board and make the students pronounce them several times:
egg, hen, elephant, end, elbow.
2. Divide the students into groups and ask them to write two words with 'e' short vowel sound.
3. Collect the responses of students and make necessary corrections.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by summarizing the key points of the lesson. Tell students that 'e' is a short vowel sound as in 'end' or 'egg'.



ASSESSMENT

5 MINUTES

1. Ask students randomly to tell a word with 'e' as a short vowel sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask them to write ten (10) words in their notebook which have 'e' as short vowel sound and share them with the class the next day.

EXPRESSING GRATITUDE



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to express respect and gratitude.

INFORMATION FOR TEACHERS

- Teaching students to show gratitude is one of the first steps for instilling good manners. It also sets a foundation for good communication skills in the future.
- The word 'gratitude' means being thankful for something and a readiness to show appreciation for kindness.
- Provide phrases for students to learn, practice, and reproduce appropriately while teaching the students to express gratitude. However, give them multiple options where possible, for example, 'thank you', 'thanks', 'thank you so much', 'thanks so much', 'thanks a lot', 'thanks a ton', 'thanks a bunch', 'thanks a million'.
- Create opportunities for students to have real conversations with each other, not just role plays in class. This will help develop student's interpersonal skills.
- Expressing or showing gratitude is not a one-time activity, it is a routine. Be an example to the students – model the correct way to express gratitude.
- Saying 'thank you' shows good manners. It's one of the quickest and easiest ways to ensure that someone sees you as polite.
- 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, textbook, and chart, etc.



INTRODUCTION

5 MINUTES

- Ask students, "When someone gives you something, what do you say?"
Expected answer: Thank you
- Ask the students, "When someone does a small favour for you, what do you say?"
Expected answer: Thank you
- Ask the students, "When someone shows you kindness or helps you out, what do you say?"
Expected answer: Thank you
- Tell the students that we say "Thanks" or "Thank you" to express or show gratitude.
- Say, gratitude is to show appreciation for and to return kindness.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Write the following dialogue on a chart and display it on the writing board.
Student A: Hello, friend. How are you?
Student B: Hi, I am fine, thank you and, how are you?
Student A: I am all right, thanks. Guess what I have for you.
Student B: What do you have for me?
Student A: It's a geometry box. I bought it for you as a gift.
Student B: Oh, I am extremely grateful.
Student A: You are welcome. Be patient, there is another gift for you.
Student B: And what is that?
Student A: It's a new school bag.
Student B: Oh, so nice of you. I cannot thank you enough for this precious gift.
2. Explain to the students that gratitude means being thankful to someone.
3. Ask the students to identify the words in the dialogues displayed on the board which show gratitude.
4. Underline these words.
5. With one student, read out the conversation in front of the class.
6. Ask the students to practice the dialogue in pairs.
7. Invite two students to come in front of the class and role-play the dialogues.
8. Help the students pronounce the sentences with proper intonation and expression.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by summarising the key points of the lesson.
2. Tell the students that expressing gratitude is our moral duty. We should thank others for helping us.



ASSESSMENT

5 MINUTES

1. Borrow a pen from a student.
2. Say, 'Thank you'.
3. Wait for the student's response.
4. Possible response: "You are welcome, sir/ ma'am."
5. Repeat the same activity with a few other students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to practice expressing gratitude when someone helps them at home..

CLOSE-ENDED QUESTIONS



STUDENT LEARNING OUTCOMES

- Ask questions with verbs 'to be'.

INFORMATION FOR TEACHERS

- 'To be' verbs are helping verbs that do not show action in a sentence.
- They help to know the 'tense' and 'time' of other occurrences of an action.
- 'To be' verbs can also be used to ask close-ended questions when they are put at the beginning of a sentence.
- 'To be' verbs are also called 'Auxiliary verbs'.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board



INTRODUCTION

5 MINUTES

- Enter the class and show a picture of a football ground which has many players and then ask:

Questions

Expected Answers

- | | |
|----------------------------|-----|
| ◇ Is it a market? | No |
| ◇ Are there players? | Yes |
| ◇ Is it a football ground? | Yes |

- Tell students that all these questions can be answered in 'yes' or 'no'
- Tell students that these questions are formed by using the verb 'to be' i.e. is, are, am.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Explain the following table to students:

To be	is am are	was were	been
	has have	had	been
	Will shall	Will have shall have	Will Shall have been

- Ask students to use these verbs in sentences.

3. Explain the proper place of the 'to be' verb in a sentence.
4. Explain the use of the 'to be' verb used in closed-ended questions.

Activity 2

10 Minutes

1. Divide your class into groups and assign them a task to think and note five questions that have yes / no answers.
2. Collect questions from the groups and provide support for correction.
3. Ask more close questions from each other in the same groups.
4. Arrange a competition of asking close questions among the group.
5. Award white flag to the winner.
6. Encourage students for active partitions.



CONCLUSION / SUM UP

3 MINUTES

Derive summary by asking questions like:

1. Am I a teacher?
2. Are you a student?
3. Do you like ice cream?



ASSESSMENT

5 MINUTES

1. Assessment should be done with the help of the following chart on the writing board:
2. Write the correct response in your notebook.

Questions / Answers	
1. Are you boys/girls?	Yes / No
2. Am I a teacher?	Yes / No
3. Was it a holiday yesterday?	Yes / No

3. 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.
2. Ask students to write ten sentences in their notebook which can be answered in 'yes' or 'no' and share them with the class the next day.

Month

7

PUNCTUATION



STUDENT LEARNING OUTCOMES

- Use punctuation according to rules learnt earlier.

INFORMATION FOR TEACHERS

- The rule learnt earlier is, “recognize that a sentence ends with some form of punctuation i.e. full-stop, question mark or an exclamation mark”.
- Use a full stop to show the end of a sentence or statement.
- Use an exclamation mark at the end of a sentence to show surprise, urgency or excitement.
- Use a question mark at the end of a direct question.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Reader 3 KP Textbook (2019-20), writing board, chalk/marker.



INTRODUCTION

5 MINUTES

- Greet the students by saying Assalam-o-Alaikum / Good morning.
- Appreciate those students who respond to the greetings correctly.
- Write down a few sentences on the board without punctuation and read them without a pause. For example:
 - I went to the park yesterday I had a great time.
 - I played with Ali Qasim and Zakir
 - What did you do yesterday
- Ask the students, “What is wrong with these sentences?”
- Take their responses and make necessary corrections.
- Explain to the class that punctuation is the use of marks to make the meanings of sentences clearer.
- Tell students that pauses help us convey meaning.
- Punctuation tells us how a sentence should sound. Without it, all of us would be speaking tonelessly like robots!

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

1. Write the following sentences on writing board.
 - a. She is playing in the ground
 - b. This is Kashif's book
 - c. What is your name
 - d. Is Saleem laughing
2. Ask a few students to come to the writing board and punctuate the given sentences.
3. Encourage them for their correct responses and help those students who cannot respond correctly.
4. Help students until they understand the concept well and start using punctuation correctly.

Activity 2:**10 Minutes**

1. Divide the class into four groups and name them A, B, C and D
2. Give different sentences to each group with missing punctuation marks on a piece of paper.
3. Ask them to put exclamation marks (!), full stops (.) and question marks (?) in the sentences where necessary.

Group A	Have they gone home This is Saleem's house I am a boy Go to school
Group B	What are you doing Whose book is this Hurrah Pakistan has won the match
Group C	Ah he got injured Are we going to park Aalia is sleeping Complete your homework
Group D	Jamila's dress is blue How are you Miss Maryam is a good teacher Please come back

4. Ask them to paste their papers on writing board and share it with the class.
5. Appreciate them for their correct responses and help them if they cannot punctuate the sentences correctly.



1. The teacher will summarize the use of (!) (.) (?) to students by giving a few examples.



ASSESSMENT

5 MINUTES

The teacher will:

1. Ask students to write three sentences using exclamation marks (!), full stops (.) and questions marks (?) appropriately.
2. Check a few students randomly and make corrections where necessary.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write five sentences of your daily routine with exclamation marks (!), question marks (?), and full stops (.).
2. The teacher will provide reminders on the use of punctuation marks to students.
3. Punctuation marks chart should be pasted in the classroom and make students practice throughout the year.

FESTIVALS AND EVENTS



STUDENT LEARNING OUTCOMES

- Make a list of festivals and add to the existing information.

INFORMATION FOR TEACHERS

- Involve students in a discussion by asking questions about festivals.
- Help them in expressing their thoughts and feelings.
- Arrange and correct information collected from students.
- Relate information with current events.
- Use pictures in the textbook for initiating discussion on festivals.
- Give clues to the students for a discussion on the topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/ marker, duster, textbook, pictures of different festivals/ events, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - When do you gather in your maternal parents' home?
Expected Answer: Several occasions and events – (one of them is Eid).
- Why do we enjoy Eid?
- Tell the students that 'Eid' is a festival.



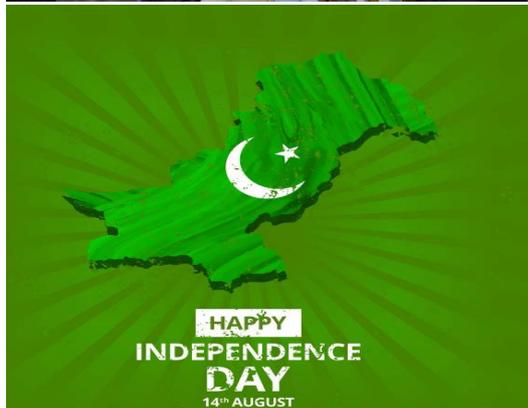
DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display a chart of pictures related to different festivals i.e. Eid, Independence Day, Defence Day, etc.
- Divide the class into pairs.
- Tell students to look at the picture and discuss the following questions:
 - What do you see in the pictures?
 - Do the pictures show festivals/events?
 - Name the festivals shown in the pictures.
- Ask pairs randomly to share their responses with the whole class.



Activity 2: 10 Minutes

1. Divide the class into groups.
2. Give each group a topic.
 - ◇ Eid-ul-Fitr
 - ◇ Eid-ul-Adha
 - ◇ Independence day
 - ◇ Defence day
3. Tell each group to discuss each festival/ day/ event with a focus on the following points:
 - ◇ When does this festival/ event happen?
 - ◇ Why does this festival/ event happen?
 - ◇ What activities are carried out at this festival/ event?
4. After the discussion, invite students from different groups randomly to share their responses with the whole class.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that festivals are events which we celebrate on special occasions like Eid, Independence Day, etc.



ASSESSMENT

5 MINUTES

1. Ask students randomly to write 2 – 3 sentences about their favourite festival. Tell them to mention why it is favourite for them.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write five sentences on 'How do you celebrate Eid'.

EXPLAINING A PROCESS OR PROCEDURE



STUDENT LEARNING OUTCOMES

- Write an expository paragraph, explaining a process or procedure.

INFORMATION FOR TEACHERS

- In an **expository paragraph**, you give information. You explain a subject, give directions, or show how something happens.
- In **expository** writing, linking words like first, second, then, and finally are usually used to help readers follow the ideas.
- Focus on the use of clear steps to describe a procedure and appropriate words like firstly, then, next, after that, etc. to define different steps of a process.
- While teaching the lesson, the teacher should also consult the textbook.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

The teacher will:

- Ask students about routine tasks they do at home (brushing teeth, making up the bed, polishing shoes, etc.).
- Ask students how they perform 'wudhu' before offering prayers. What do they do first, next, then, and last?
- Take their responses, then ask them that to perform any activity, we follow certain steps in a certain order.
- Explain to students the difference between a process and a procedure:
 - A process is about what we do.
 - A procedure is about how we do something.



DEVELOPMENT

24 MINUTES

Activity 1:

24 Minutes

- Ask students if they have ever built or know how to build a snowman, and take their responses.
- Brainstorm and draw a big and a small circle on the writing board and say that firstly, roll a big ball of snow. Then roll a small ball of snow.



Firstly, _____

3. Ask students the second step of the procedure. Draw the second picture and say that secondly, put the small ball on top of the big snowball.



Secondly, _____

4. Ask students what to do next. Draw the third picture and say that now, add two sticks in the sides to make arms.



Now, _____

5. Ask students the fourth step of the procedure. Draw the picture and say after that, add two stones to make the eyes and add three stones down the snowman's tummy to make the buttons.



After that, _____

6. Ask students what to do next. Draw the fifth picture and say that then, add a carrot for the nose.



Then, _____

7. Ask students about the last step. Draw the last picture and say that finally, put a scarf and a hat on the snowman.



Finally, _____

8. Tell students that to describe different steps of a procedure we use appropriate words like firstly, secondly now, after that, then and finally, etc.
9. Ask students to copy the pictures and sequencing words from the writing board on their notebooks and write the sentences to describe each step.
10. Move around the classroom to help students use appropriate vocabulary and tenses to write a simple procedure.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students about other processes/ procedures such as washing a car, making a bed, packing a school bag, etc.
2. Remind them that using sequencing or transition words is very important while explaining the steps of a process or procedure.



ASSESSMENT

2 MINUTES

1. Assess students' responses for use of appropriate vocabulary and tenses during the activity.



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 process of performing 'wudhu' in their notebooks already discussed in the class.

USE OF GRAPHICAL FEATURES TO INCREASE TEXTUAL UNDERSTANDING



STUDENT LEARNING OUTCOMES

- Skim through common graphical features such as pictures and tables in the text to increase understanding.

INFORMATION FOR TEACHERS

- The educationalists are of the view that increasing the involvement of more sense will increase the understanding of a lesson.
- Therefore apart from other audiovisual aids. The use of graphical features as pictures and table need to be used for better understanding of a text.
- In order to make a text more understandable pictures showing the message in a text can be drawn by hand, searched through the Internet, or cuttings from newspapers or magazines can be arranged.
- Also, table for words puzzles and brainstorming can be utilized to reinforce vocabulary.
- Skimming is a reading technique meant to look for main or general ideas in a text without going into detailed and exhaustive reading.
- Through skimming the input and output of a picture be grasped quickly.
- Tables are also useful for understanding and reinforcement of an activity.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, pictures of a village, Hujra, and school study tour in the past.



INTRODUCTION

5 MINUTES

- Show the picture of the school study tour and ask students:
 - What activity is reflected by the picture?
 - (Response of most of the students will be: School study tour)
 - How did you know that it reflected a school study tour?
- Some students may respond that in the picture, there are students, teachers, and picnic features, however, here announce that each picture has a story, historic event, a message and a lesson, the main idea of which is obtained by the first look, i.e. the environment and objects in the pictures tell us quickly what the picture is about and today we will work on it.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

1. Exhibit the picture of Hujra near the writing board.
2. Make two groups of the students as Group A and B.
3. Ask them to discuss the visible objects and the activities carried out in the pictures and see what the picture is about.
4. When they have done it, ask the group leaders to come forward and share with the whole class.

Activity 2:**10 Minutes**

1. Make the following table on the writing board:

			H			
S	C		O	O	L	
H	P		N	C	I	L
O		A				
		D	Y	P		
S		U	D	E	N	T

2. Notes for teacher: Word Key: School, Pencil, Student, Honey
3. Then ask students to think of the words that can be formed by inserting missing letters.
4. Next, ask a few students to come forward and insert the missing letters and join the words with the help of oval shape.
5. Read the words with the whole class.

**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling that “today’s lesson was aimed to skill you to skim through graphical features and get the understanding of a given text quickly.”

**ASSESSMENT**

5 MINUTES

1. Ask students to look at the picture on page 103 of their textbook and write what it is about and what activity is carried out there.
2. Randomly check the work of a few students.

**HOMEWORK / FOLLOW UP**

2 MINUTES

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

APOSTROPHE AND EXCLAMATION MARK



STUDENT LEARNING OUTCOMES

- Recognise and use apostrophes to show possessions and exclamation marks to show strong feelings.

INFORMATION FOR TEACHERS

- The apostrophe is a punctuation mark (') which is used to show possession.
- It is used with both singular and plural nouns.
i.e. a boy's books (used to show books as possession of one boy).
- Boys' books (possession of several boys).
- The apostrophe cannot be used for non-living things.
- The exclamation mark (!) is used for exclamatory and optative sentences.
i.e. Oh! He fell down
◇ I wish I were a king!
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Take a 'pen' of a student and ask from the whole class, "Whose pen is this?"
- Students will reply with the name of that particular student. Write on the board: "It is Akmal's pen."
- Now, take different items from a few other students and ask similar questions. Write answers using the apostrophe.
- Look at some beautiful bag and say: "What a bag! Wows! It looks so beautiful!
I wish I had a bag like this!"
- Tell students that we use 'has, have' and apostrophe to show possession.
- Tell students that to express strong feelings we use the exclamation mark (!) in writing.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask students to read the following sentences. (Write the sentences on the writing board).
 - ◇ This is Ali's book.
 - ◇ These are girls' bags.
 - ◇ That is buffalo's milk.
2. Tell the students that in each of the above sentences possession is shown. In the first sentence, the book is in possession of Ali. In the second sentence, bags are the possession of girls. The third sentence shows that 'milk' is the possession or product of buffalo.
3. Tell students that apostrophe is used to indicate possession of someone.
4. In the case of a singular noun, the apostrophe is used before 's' as in sentence 1. (explain to students)
5. If a noun is a plural ending with 's', the apostrophe is used after 's' as in sentence 3. (explain to students).
6. Explain that if a noun is plural but does not end with 's' apostrophe is used before 's' as in sentence no. 2. (Explain to students)

Activity 2:

10 Minutes

1. Ask students what they do when they are very sad: cry, scream, weep, shout, sob, etc.
2. Ask them what they do when they are happy? (scream, clap, dance, etc.).
3. Tell them that to write such feelings, there is a punctuation mark called the exclamation mark (!).
4. Use and explain this mark in sentences as:
 - ◇ Hurrah! We won.
 - ◇ Oh! He fell down.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by reminding students that:

1. The apostrophe is used to show possession.
2. The exclamation mark (!) is used to express strong feelings.



ASSESSMENT

5 MINUTES

1. Put (') or exclamation mark (!) at the appropriate place for the underlined words in sentences. (Write on writing board).
 - ◇ These are Amnas dresses.
 - ◇ Wows its great.
 - ◇ Oh I forgot my pen.
 - ◇ It is womens centre.
2. Ask students to complete the above exercise in their notebooks.
3. Randomly check the answers of a few students.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write five more sentences on the use of the apostrophe (') and five for the use of exclamation mark!.

USE OF PREPOSITIONS



STUDENT LEARNING OUTCOMES

- Recognise and use words with, in, over, from, into, and out of. (Prepositions)
- Recognise and use actions with prepositions 'before' and 'after'.

INFORMATION FOR TEACHERS

1. Prepositions tell the position of a noun/pronoun.
2. Prepositions are of different kinds.
3. The position of objects in the classroom is also helpful in the clarification of the concept.
4. Consult the textbook for giving examples..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, duster, objects in the classroom i.e. fan, table and book, etc.



INTRODUCTION

5 MINUTES

1. Ask students the following questions to introduce the concept of prepositions and note the responses of students on the writing board.
 - ◇ Where am I sitting?
(The expected answer would be: on a chair, on the floor, etc.)
2. Tell them that word 'on' is telling the position of 'I'.
3. Ask, "Where are we?"
4. (The answer would be: in the classroom, at school)
5. Tell students that the prepositions 'in' and 'at' show our position with reference to two places.
6. Ask a few more questions for our, from, into, and out



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Take a book and put it on the table.
2. Ask students, 'Where is it?'
3. Put something in a glass and ask students, "Where it is?"
4. Explain to students that the words like in, on, our, into, and out of are all called prepositions and they show the position of nouns/ pronouns.
5. Use the examples from the textbook.

Activity 2:**5 Minutes**

1. Write the following sentences on the writing board:
 - a. Fan is _____ the room.
 - b. Book is _____ the table.
 - c. The boy jumped _____ the stream.
 - d. He went _____ Lahore.
 - e. I took two spoons of sugar _____ jar.
2. Divide the class into pairs.
3. Tell students to discuss suitable prepositions to fill the blanks.
4. Invite a few students randomly to come up and fill the blanks on the writing board.
5. Guide and facilitate students during the activity.

Activity 3:**5 Minutes**

1. Play a guessing game with the class: 'where is it?'
2. Ask one student to come in front of the class and think of an object in the classroom. (The student must whisper the name to the teacher, without letting anyone else hear him/her).
3. The other students will ask questions to find the location of that object e.g.,
 - ◇ Is it under the chair?
 - ◇ Is it on the table?
 - ◇ Is it in the dustbin? etc.

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

1. Conclude the lesson by telling the students that today they have learnt about prepositions.
2. Remind them that if a book is on the table and you are looking under the table you will never find it. That is why prepositions are so important; without them, we cannot know how to find anything.

**ASSESSMENT****5 MINUTES**

1. Ask students where they keep following things at home:
 - ◇ Toys
 - ◇ School Bag
 - ◇ Clothes
 - ◇ Shoes
 - ◇ Toothbrush
2. Involve students in solving problems given in the exercise/chapter.

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

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask them to use the following prepositions in their sentences:
 - ◇ his, on, over,
 - ◇ from, into, out of
3. Ask them to share their work with the whole class the next day.

USE OF MAY / MAY NOT



STUDENT LEARNING OUTCOMES

- Identify and use may / may not for seeking or giving permission and prohibition.

INFORMATION FOR TEACHERS

- May is used to make polite requests, ask for permission, or discuss the possibility of an action in the future. For example:
 - May I take your book?
 - It may rain today.
- 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

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



INTRODUCTION

5 MINUTES

- Ask students: May I open the window/door, please? Use actions/ gestures for students' understanding.
- If students say 'yes', tell them to say either 'you may' or 'you may not' open the window/door.
- Tell students if they do not want the door/window to be opened, they can refuse to give permission by saying: You may not open the window/door.
- Tell students that we use 'may' to ask for permission to do something (see information for teachers above).
- Practice with more examples. Involve students in the practice.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display an already prepared chart having the use of may and may not.
 - May I ask a question?
 - May I take some rest here?
 - May I eat in this room?
 - May I see your homework, please?
 - You may not live in this house.

- ◇ You may not wear shoes in the Mosque.
 - ◇ You may not eat in the library.
2. Involve the students while sharing these sentences.

Activity 2: 10 Minutes

1. Divide the class into pairs.
2. Tell each pair that one student must ask for permission using 'May I'. The other student either gives permission by saying "You may" or refuses to give permission by saying "You may not".
3. You can act it out with one student so that students understand what they need to do.
4. Give students 3-5 minutes to practise.
5. After the given time, call 2 – 3 pairs to present their dialogue in front of the class.



CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking students the following question: "When do we use may or may not?"



ASSESSMENT

5 MINUTES

1. Assess students' ability to use may/may not for asking or giving permission and refusing through the language produced during the oral activity 2.
2. Assess students' ability to identify the use of may/ may not for asking or giving permission and refusing through the follow-up activity.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through a lesson in their textbook and find five examples of 'may' and five examples of 'may not' and write in their notebooks.
2. Ask them to share their work in the next class.

VOCABULARY



STUDENT LEARNING OUTCOMES

- Make a list of items (e.g. vocabulary) required for a given task/topic.

INFORMATION FOR TEACHERS

- A robust vocabulary improves all areas of communication listening, speaking, reading, and writing.
- Expanding a child's knowledge of words provides unlimited access to new information.
- For better comprehension, kids need to understand 98% of the words.
- Similarly, for a better understanding of listening, kids need sufficient vocabulary to be understood.
- For creating good writing, kids need to know a vast vocabulary about the given topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following words on the writing board.
milk, meat, useful, animal
- Ask students to use these words in a simple sentence.
i.e. Milk is white. I like meat etc.



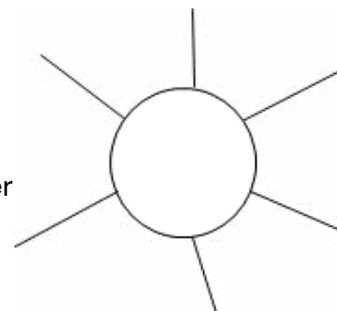
DEVELOPMENT

20 MINUTES

Activity I:

10 Minutes

- Draw a spider diagram on the writing board.
- Tell students that they are going to make an omelette.
- Ask students to tell the names of the items they will need to make an omelette.
- Take responses from the students and insert them in the spider diagram.



Activity 2:**10 Minutes**

1. Divide the class into five groups.
2. Assign one of the following topics to each group:
(a) classroom (b) school (c) market (d) home (e) playground
3. Tell groups to use a spider diagram and list items, which can be found according to their topic.
4. Invite some groups randomly to share their lists.

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

Conclude the lesson by writing the following points on the writing board.

1. Vocabulary improves, the ability of writing.
2. It also improves reading skills.
3. A better understanding of vocabulary improves listening skills.
4. To write on any topic, vocabulary makes, the work easy.

**ASSESSMENT****5 MINUTES**

1. Assess students' understanding through the activities above.

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

1. Tell students to go through their textbook and find words related to food and list them in their notebooks after organising them.

Month

8

WORD STRESS



STUDENT LEARNING OUTCOMES

- Pronounce syllables for the stress of the word.

INFORMATION FOR TEACHERS

1. The part of a word that is pronounced with a single pulse of the tongue is called syllable.
2. A syllable is a group of letters with one vowel sound.
3. Each word has one stress. In multi-syllabic words, there is primary and secondary stress.
4. Secondary stress is less than primary stress.
5. We can only stress vowels, not consonants.
6. **Chart of Syllable Stress:**

Nouns	Verbs
PR oject	pro J ECT
OB ject	ob J ECT
CON vict	con V ICT
PRE sent	pre S ENT
SUS pect	sus P ECT
RE cord	re C ORD
CON trast	con T RAST
IN sult	in S ULT
CON flict	con F LICT

7. Syllabification Rules

- ◇ Rule # 1: Every syllable has one vowel sound.
 - ◇ Rule # 2: The number of vowel sounds in a word equals the number of syllables, e.g.,
home = 1, sub+ject = 2, pub+lish+ing = 3
 - ◇ Rule # 3: A one-syllable word is never divided, e.g., stop, feet, bell, etc.
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, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Help students recall their learning from the Grade-2 lesson about word stress and sentence stress.

- Write the following words on the writing board and ask students to pronounce them:
put, subject, beautiful
- Ask students to pronounce these words.
- Now, write the words like this:
put = 1, sub+ject = 2, beau+ti+ful = 3
- Ask students to pronounce the words again.
- Explain to the students that each syllable is produced with a single pulse and contains a vowel sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the word 'perfect' on the writing board and pronounce it in chorus with students.
- Explain the syllables of the words as PROject, OBJect, REcord
- Tell students that one syllable in a word is a stressed syllable.
- Parts of speech of words change with the change of stress in some cases, e.g., PREsent is a noun whereas preSENT is a verb.

Activity 2:

10 Minutes

- Ask students to search at least five two-syllable and three-syllable words from the textbook.
- Find stressed syllables of each word.
- Pronounce those words in groups.
- Pronounce the following words with stress on the right syllable:
 - ◇ Healthy
 - ◇ Delighted
 - ◇ Pineapple
 - ◇ Toothache
 - ◇ Promised



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- A syllable is a group of letters with one vowel sound.
- Each word has a stressed syllable.
- A stressed syllable is spoken louder and longer while pronouncing a word.



ASSESSMENT

5 MINUTES

- Ask students to pronounce the following words and tell the number of syllables in each word:
(a) School (b) Classroom (c) Understand



HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.
- Search five new words of two or three syllables, write and pronounce them accurately and share with the class the next day

SILENT LETTERS



STUDENT LEARNING OUTCOMES

- Pronounce and spell simple words with silent letters.

INFORMATION FOR TEACHERS

1. Speech bubbles are just what they sound like. They usually take the form of a photograph
Silent means the letter exists in the word but is soundless, quiet, or sleeping.
2. Words starting with 'wr' are pronounced as 'r' where 'w' is silent e.g., in write, wrong, wrap, wrist, etc.
3. Words starting with 'kn' are pronounced as 'n' where 'k' is silent e.g., knee, kneel, knew, knife, knit, knot, knock, etc.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students to say some words that start with the letters 'wr.'
2. Expected answer: right, write, wrong.
3. Appreciate children by saying well done / good / very good for the words they tell.
4. Display the following words:

'wr' words	'b' words
write, wrong, wrap, wrist	doubt, thumb, comb
'kn' words	'l' words
knee, kneel, knew, knife, knit, knot, knock	talk, walk, calf, calm

5. Tell students that these words contain silent letters.
6. Ask students to read the words aloud. Make corrections if children read a word with the wrong pronunciation.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Inform students that many words start with 'wr' where 'w' sleeps and 'r' is awake. So it is pronounced as 'r' ('w' is silent), and there are many words that start with 'kn' where 'k' sleeps and 'n' is awake. So it is pronounced as 'n', 'k' is silent.
2. Practice example words with students.
3. Tell them that a long time ago, before today's Modern English, there used to be an Old English; many of these silent letters were pronounced in the Old English but over the centuries they went to sleep!

Activity 2:

10 Minutes

1. Ask students to go through a lesson in their textbooks.
2. Ask them to work in pairs and find words starting with 'wr', 'kn'.
3. Ask them to read aloud and learn the spellings of 'wr' words (first) and then 'kn' words written on the writing board.
4. Be prepared to give clues to students in case they are unable to think of the words quickly.
5. Correct students if they read it wrong.
6. Ask a few pairs to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Recap that silent letters are the letters that exist in a word but are soundless or sleeping, for example, 'w' in write, wrong, wrap, etc.



ASSESSMENT

5 MINUTES

1. Write the following exercise on the writing board:
Fill in the blanks with the correct spelling.
 - ◇ Cut the apple into two and give me one _____. (haf, half, hoff)
 - ◇ The mother elephant likes it's _____. (cat, coff, calf)
 - ◇ The yellow part in the middle of an egg is called _____. (yolk, yoke, yock)
2. Randomly check students' responses 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.
2. Ask students to underline ten words having silent letters from their textbook and share them with the class the next day.

ENDING SOUND OF |ED|



STUDENT LEARNING OUTCOMES

- Recognise the ending sounds of 'ed' (/d/, /t/, and /id/) as in looked, danced and landed.

INFORMATION FOR TEACHERS

- Verbs are action words or doing words, e.g., write, eat, drink, play, dance, land, fly, run, etc.
- Students have already learnt about verbs in previous grades/lessons, so recap the concept in this lesson.
- While teaching the past tense pronunciation for regular simple verbs, give students practice of adding "-ed" to the end of the base form of the verb.
- Explain to the students that the three sounds of 'ed' are "d", "t", and "id".
 - If 'ed' ending follows the letter 'p, k, sh, ch, s, f', the ending sound will be 't' as in helped, looked.
 - If 'ed' ending follows the letter 'b, g, l, m, n, v, z' the ending sound will be 'd' as in called, used.
 - If 'ed' ending follows the letter 't or d', then the ending sound will be 'id', as in loaded, wanted.
- A second syllable with the last sound (not the last letter) is a /t/ or /d/, for example, "wanted", "decided", "needed", or "invited". The last sound for the words "want" and "invite" is /t/, the last sound for the words "decide" and "need" is /d/. These two sounds require that added -ed ending be pronounced with an additional syllable.
- Encourage the students in pronouncing the following words:

/id/	/t/	/d/
wanted	helped	called
needed	looked	cleaned
decided	washed	used
planted	fixed	followed

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



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following words on the writing board and ask students to pronounce them:
filled, needed, burnished, missed, stopped, finished

2. Make necessary corrections in their pronunciation.
3. Tell students that 'ed' has three ending sounds: /id/, /t/, and /d/..



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the three sounds of 'ed' (i.e., /t/, /d/, and /id/) with the whole class.
2. Divide the class into pairs.
3. Display a chart in front of the class with the following activity or write it on the writing board:

finished, filled, needed, cleaned, missed, stopped, rhymed, cooked, tried, played, hunted, wasted, started, charged, fixed		
/t/	/d/	/id/

4. Tell pairs to write -ed ending word in the relevant column after carefully pronouncing the word and identifying its ending sound.
5. After completion of the task, exchange their answers with another pair.
6. Invite some pairs to come up and share their answers.
7. Guide and explain during the activity.

Activity 2:

10 Minutes

1. Divide the class into pairs.
2. Tell students to go through a lesson in their textbook and search for 10 words with 'ed' endings.
3. Tell pairs to discuss, if the 'ed' ending is /t/, /d/, /id/.
4. Ask pairs to make a list of 'ed' endings words and specify with /t/, /d/, /id/.
5. Ask pairs randomly to share their work.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
 - ◊ The words ending with 'ed' have three different sounds i.e. /d/, /t/ and /id/.

Give them some examples like:

Offered —————→ /d/

Laughed —————→ /t/

Needed —————→ /id/



ASSESSMENT

5 MINUTES

1. Ask students to tell words with ending sounds /t/, /d/ and /id/.
2. Get responses from a few students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write five (5) words for each ending sound /t/, /d/, /id/.
3. Ask them to share their work with the class the next day.

RHYTHM, STRESS AND INTONATION



STUDENT LEARNING OUTCOMES

- Reproduce in speech, appropriate rhythm, stress, and intonation through listening to a story.

INFORMATION FOR TEACHERS

- Intonation is the way the pitch of a speaker's voice goes up or down as they speak. Intonation can be rising, falling, or flat and is used to communicate how a speaker feels. For Example, an English language speaker uses a rising intonation in spoken discourse to show that they haven't finished a sentence. The intonation commonly drops at the end of a sentence to show they have finished.
- High, low, and normal are the basic pitches in English.
- When some syllables are pronounced stronger than other syllables, it is called stress.
- Position of stress can change the meanings of words and sentences.
- Punctuation marks are also used to change the meaning of a word or sentence.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write a sentence on the writing board and articulate it with different stresses as:
- You^u are late.
- You are la^lte.
- '^u' shows stress on the word.
- Tell students that in each case the meanings of the word change; the first case shows wonder/ surprise and the second anger.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Discuss with the students, in English, we give stress to some words while some words are spoken quickly.
- Tell the students that we mostly stress nouns, adjectives action words, etc which are called CONTENT WORDS.

3. Read a story from your textbook to the students with stress and intonation.
4. Ask students to note stress.
5. Explain to the students that there are different stress patterns.

Activity 2:**10 Minutes**

1. Read aloud the following story to the class with a focus on appropriate rhythm, stress, and intonation:

The Fox and the Grapes

One day, a fox became very hungry as he went to search for some food. He searched high and low, but couldn't find something that he could eat.

Finally, as his stomach rumbled, he stumbled upon a farmer's wall. At the top of the wall, he saw the biggest, juiciest grapes he'd ever seen. They had a rich, purple color, telling the fox they were ready to be eaten.

To reach the grapes, the fox had to jump high in the air. As he jumped, he opened his mouth to catch the grapes, but he missed. The fox tried again but missed yet again.

He tried a few more times but kept failing.

Finally, the fox decided it was time to give up and go home. While he walked away, he muttered, "I'm sure the grapes were sour anyway."

2. While reading, exaggerate the rhythm, stress, and intonation for students.
3. Use the rise and fall of your voice to help students understand the intonation patterns.
4. Divide the class into pairs.
5. Tell the students to read the story aloud and note stress and intonation.
6. Ask students to read and repeat.
7. Arrange a class competition and ask the students to read the story in pairs.
8. Give a star to the best pair.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students about the importance of stress and intonation.
2. Remind them that stress and intonation can change the meaning of a word or a sentence.



ASSESSMENT

5 MINUTES

1. Assess students through their responses during the activities above.
2. Involve students in solving problems given in the exercise of the textbook unit.



HOMEWORK / FOLLOW UP

2 MINUTES

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

TONGUE TWISTERS



STUDENT LEARNING OUTCOMES

- Utter a tongue twister as a practice for fluency, tone, and pitch.

INFORMATION FOR TEACHERS

- A tongue twister is defined as “a sequence of words or sounds, typically of an alliterative kind, that are difficult to pronounce quickly and correctly.” (Oxford Dictionary)
- Tongue twisters are the repetition of words to create fun.
- Tongue twisters are important for language fluency.
- For teaching tongue twisters chorus recitation is appropriate.
- The practice of tongue twisters must be done throughout the year.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

- Write the following tongue twister on the writing board and make the students recite it several times:
She sells seashells by the seashore.
- Ask students to increase their speed every time they repeat it.
- Introduce the concept of tongue twisters to the class. (See information for teacher)



DEVELOPMENT

23 MINUTES

Activity 1:

10 Minutes

- Ask students to search for a tongue twister from textbook unit 11.
- Repeat the tongue twister.
I thought a thought, but the thought
I thought wasn't the thought I thought I thought.
- Make sure that each student utters it properly.
- Tell students that this type of fun can improve their fluency and pronunciation so they should practice it.

Activity 2:**13 Minutes**

1. Divide students into groups.
2. Make them recite the written tongue twister in different tones and pitches.
3. Give them more practice with the following tongue twisters:
Red lorry, yellow lorry.
Sheep should sleep in a shed.
She sees cheese.
Zebras zig and zebras zag.
The blue bluebird blinks.
Four fine fresh fish for you.
He threw three balls.
Greek grapes, Greek grapes, Greek grapes.
4. Help them in adjusting their intonation and speed to read the tongue twisters correctly.

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

1. A tongue twister is the repetition of words and sounds with different pitches and tones for fluency and correct pronunciation.

**ASSESSMENT****3 MINUTES**

Ask students to read the following tongue twisters correctly and quickly:

1. Cooks cook cupcakes quickly.
2. A big black bear sat on a big black rug.
3. Kitty caught the kitten in the kitchen.
4. We surely shall see the sunshine soon.

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

1. Say, "Search a tongue twister from your textbook and read it with fluency and accuracy. Also, demonstrate in the class the next day."

LOCATING FACTUAL INFORMATION



STUDENT LEARNING OUTCOMES

- Locate specific factual information to answer short questions based on the text.

INFORMATION FOR TEACHERS

- This reading activity helps students to focus on aspects of the text and to understand them better.
- Skimming (quick reading) is the ability to locate the main idea within the text.
- Using reading comprehension can help students to become more proficient readers.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chalk/marker.



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum / Good morning.
- Appreciate those students who respond to the greetings correctly and encourage others.
- Show a picture of Miss Fatima Jinnah to the students and ask them to guess the topic of the lesson.
- Get the answers from students and write them on the board.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Ask students to open their textbooks at page 33 (Edition 2019-20).
- Read the lesson at page 33 aloud and tell students to read after you.
- Now ask students to read silently.
- Then ask students to read the lesson again in pairs and find answers to the following questions written on the board.
 - Who was Fatima Jinnah?
 - When was Fatima Jinnah born?
 - Where did she receive her education?
 - What title was honored to Fatima Jinnah by the people of Pakistan?

5. Walk around the class and monitor students' work.
6. Ask a few students to share their responses with the class.
7. Appreciate students for their correct responses and help those who cannot answer correctly.
8. Write the correct answers on the writing board.



CONCLUSION / SUM UP

3 MINUTES

The teacher will say:

1. Share with students that we can find out specific information in a given text by quick reading (skimming).



ASSESSMENT

5 MINUTES

The teacher will assess the students by asking few more and any other questions based on the text.

1. What was Fatima Jinnah's profession?
2. When did she die?



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask students to read 'Birds' in English grade 3 textbook at page 119 (Edition 2019-20) and answer the comprehension questions at page 120.
2. Ask students to locate specific information written on news board/bulletin board in the school fortnightly.

PUNCTUATION IN A POEM



STUDENT LEARNING OUTCOMES

- Read a poem with application and understanding of punctuation rules.

INFORMATION FOR TEACHERS

1. A sentence ends with some form of punctuation i.e. full-stop, question mark, or an exclamation mark.
2. A full stop to show the end of a sentence or statement.
3. A question mark comes at the end of a direct question.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Write down a few sentences on the writing board without punctuation and read them without a pause. For example:
 - ◇ I went to the park yesterday I had a great time
 - ◇ I played with Ali Qasim and Zakir
 - ◇ What did you do yesterday
2. Ask students, 'What is wrong with these sentences?'
3. Take their responses and make necessary corrections.
4. Explain to the class that punctuation is the use of marks to make the meanings of sentences clearer.
5. Tell students that pauses help us convey meaning.
6. Punctuation marks are also used in poems and they help us to understand the poem.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display following poem to the class.
2. Ask few students to read aloud the poem and identify the marks of punctuations used in the poem.

Baa, baa, black sheep,
 Have you any wool?
 Yes, sir, Yes, sir,
 Three bags full!
 One for the master,
 And one for the dame,
 And one for thee little boy,
 Who lives down the lane!

3. Help them if they find difficulty doing it.

Activity 2: 10 Minutes

1. Divide the class into four groups and name them A, B, C, and D.
2. Give different sentences to each group with missing punctuation marks on a piece of paper.
3. Ask them to put exclamation marks (!), full stops (.), and question marks (?) in the sentences where necessary.

Group A	Have they gone home This is Saleem's house I am a boy Go to school
Group B	What are you doing Whose book is this Hurrah Pakistan has won the match
Group C	Ah he got injured Are we going to park Aalia is sleeping Complete your homework
Group D	Jamila's dress is blue How are you Miss Maryam is a good teacher Please come back

4. Ask them to paste their papers on the writing board and share it with the class.
5. Appreciate them for their correct responses and help them if they cannot punctuate the sentences correctly.



CONCLUSION / SUM UP

3 MINUTES

1. The teacher will summarize the use of (!), (.) (?) to students by giving a few examples.



ASSESSMENT

5 MINUTES

1. Ask students to write three sentences using exclamation marks (!), full stops (.), and questions marks (?) appropriately.
2. Check a few students randomly and make corrections where necessary.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to copy a poem from the textbook and identify the marks of punctuation used in the poem and share it the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

FUNCTION OF |WH| QUESTIONS



STUDENT LEARNING OUTCOMES

- Recognise the function of simple 'wh' forms used in questions.
- Identify and use questions words why, how, who, whose, which, where, etc.

INFORMATION FOR TEACHERS

1. 'Wh' questions are also called 'open-ended questions'
2. These questions are used to ask about knowledge and understanding information and opinion etc.
3. Answers to these questions are different for different people.
4. Start the lesson with a demonstration.
5. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

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



INTRODUCTION

5 MINUTES

1. Ask students the following questions:
 - ◇ What is your name?
 - ◇ When were you born?
 - ◇ Where is your home?
 - ◇ How do you come to school?
 - ◇ Who do you like the most?
2. There will be different answers for each student.
3. Ask a few students from class and compare their answers.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
1. When does she come to school?	Asking about (reason)
2. Where is his house?	Asking about(time)
3. Why do they run?	Asking about(place)
4. What is there on the table?	Asking about(person)
5. Who would like to answer first?	Asking about..... (thing)

2. Ask students to work in pairs and match each question with its purpose.
3. Invite 2 – 3 pairs to share their responses with the whole class.
4. Tell students that wh-questions are often used in both oral and written communication.

Activity 2:

10 Minutes

1. Write the following prompts on the writing board:

- ◇ Who _____
- ◇ When _____
- ◇ Why _____
- ◇ Where _____

2. Divide the class into pairs.
3. Tell students to look at the question words and complete the prompt by adding one question.
4. Once they are done, invite a few pairs to share their questions with the whole class.
5. Now, make groups in such a way that each group contains three pairs from the previous activity.
6. Tell students to share their questions, which they have made in the previous activity with the group.
7. Tell each group to select the five best questions from their group.
8. Ask groups to share their questions with the class.



CONCLUSION / SUM UP

3 MINUTES

1. 'Wh' questions are used to collect information and opinions.
2. 'W' questions usually begin with What, when, how, who, whom, where, etc.



ASSESSMENT

5 MINUTES

1. Ask students to ask each other (in pairs) about their daily routines using each wh-word at least once, i.e., who, what, when, where, why, and how.



1. Ask students to do a short dialogue role-play on 'Packing for a Weekend', in which two Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to complete the following chart and share it with the class the next day.

Word	Sentence 1	Sentence 2
What		
When		
Where		
How		
Who		
Whom		

A teacher's purpose is not to create students in his/her own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher
Education Khyber Pakhtunkhwa
Abbottabad**



قومی ترانہ

پاک سرزمین شاد باد کشور حسین شاد باد

تونشانِ عزمِ عالیشان ارضِ پاکستان !

مرکزِ یقین شاد باد

پاک سرزمین کا نظام قوتِ اخوتِ عوام

قوم، ملک، سلطنت پائندہ تابندہ باد !

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال

ترجمانِ ماضی شانِ حال جانِ استقبال !

سایہِ خدائے زالجلال

