

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

Teachers' Guide

Lesson Plans

Grade
1



English



Quaid-e-Azam Academy for Educational Development, Punjab
Wahdat Road, Lahore



PREFACE

There are many reasons why English Language learning has always been considered an essential skill. Approximately four hundred million people worldwide speak English as their first language, whereas English is listed as one of the official languages in more than a quarter of the world. It allows people to communicate with others and help them to see things from a different perspective or get a deeper understanding of other cultures. Moreover, it is the language of the media industry, internet, business, and higher education.

The Single National Curriculum (SNC) of English notified in 2021 highlights its importance as "individual development, international communication and making better career choices". For the implementation of SNC 2020, Quaid-e-Azam Academy for Educational Development (QAED) was entrusted with the task of developing Teacher Guides with the help of education experts and teachers from government and private institutions. This task was supervised by Material Development Wing of QAED, Punjab. For this purpose, a rigorous process was followed to develop the Teachers Guides. A team of English experts both from public and private sectors was selected through interview committees. This team of experts under the supervision of QAED team developed Teachers Guides on selected Student Learning Outcomes (SLOs). After the development, these guides were critically reviewed and it was ensured that recommendations have been incorporated.

While developing these guides, the team not only recognized instructional settings of the schools but also the availability of resources varying significantly in the province of Punjab. Furthermore, keeping in mind the important aspects of SNC, active learning processes and contextually relevant teaching practices have been utilized in these Teacher Guides to ensure the achievement of Student Learning Outcomes.

On behalf of Quaid-e-Azam Academy for Education Development, Government of Punjab, I am deeply grateful to all involved in creating these Teacher Guides. I hope that these guides will be helpful for teachers to teach English effectively and enable them to perform their duties more effectively.

Thank you,
Director General
Quaid-e-Azam Academy for Educational Development,
Government of Punjab



English – Teacher Guide

Introduction

The Government of Punjab School Education Department notified Single National Curriculum (SNC) in 2021. To ensure its effective execution, Quaid-e-Azam Academy for Educational Development has taken the following initiatives:

Organized a professional development programme for teachers to enhance their understanding of SNC.

Develop teacher guides to improve instructions at the school level.

The teacher guide for English is one of these initiatives. With the help of this guide, the teachers will be able to:

Understand the alignment between SNC, Academic Calendar and Textbooks.

Ensure the achievement of student learning outcomes in an Academic year given in SNC.

Equip themselves with new teaching techniques.

Create an interactive learning environment.

The approaches given in the guide are based on Active Learning, which provides students to actively engage in experiential learning through communication and discussion with each other on different tasks such as problem-solving, observations, role-plays, debates, or any other activity-based learning.

Instead of becoming passive learners, students will be engaged with diversified teaching material, and evaluation approaches. The purpose is to make students creative and critical thinkers by adapting innovative teaching strategies and flexible assessment techniques.

The active learning approach will help the student's holistic development, enhance their knowledge, develop social skills, and nurture team spirit.

Single National Curriculum (SNC)

SNC is based on an eclectic approach combining communicative and collaborative approaches of English Language Teaching (ELT). Therefore, it can only be implemented effectively through a blend of interactive and skill-based teaching methodologies.

Following are the critical language skills that need to be focused on:

Oral Skills include listening and speaking, which must be developed throughout schooling. Activities like 'show and tell', a recital, 'thought-of-the-day', tongue twisters, a story, a speech or a report are beneficial to developing oral skills.

Reading Skills: Reading is a visual process that needs to be connected to an oral and aural experience. Textual aids, such as blurbs, footnotes, graphs, figures,



- i. table of contents etc., facilitate comprehension. Teachers are encouraged to use different reading strategies such as skimming, scanning, inferring, predicting, summarizing, etc. to improve students reading skills. Reading is done differently for various purposes, such as Reading aloud, guided reading, Reading for Pleasure/Individual Reading, and Reading for Comprehension/Silent Reading.
- ii. Writing Skills: Students acquire writing competence mainly through practice and frequent writing. Writing is a complex process interwoven with thinking as it allows writers to explore thoughts and ideas, making these visible and concrete.

A range of instructional strategies should be used to create a learning environment to achieve objectives that cater to students' interests, abilities and learning styles to make them independent and confident, learners.

Some student centred teaching learning activities are input, discussion, role-play, LASACAWAC (Look–say–cover–write–check), concept map, think-pair-share, jigsaw reading, inquiry/investigation, cooperative learning, project and presentations

As suggested in SNC, along with the prescribed textbooks and teachers' guides, teachers are encouraged to use the following:

- i. Encyclopedia, resource books, newspapers, journals, magazines etc.
- ii. Auditory materials include radio broadcasts, tape recordings, audiobooks, rhymes/poems, CD players, and sound-enabled web resources.
- iii. Visual materials such as cue cards, cutouts, pictures, maps, charts, posters, overhead projectors, televisions, computers (audio-visual), etc.
- iv. Supplementary Reading Materials/ Readers
- v. Dictionaries
- vi. Educational websites

Environment, community and the outdoors.

The curriculum is designed to promote high standards of literacy and competency in English, equipping learners with the language skills they need to excel in any field, not only to achieve further education but also for future employability and becoming productive members of society.

The content and process of learning are structured and integrated to realize the standards for key competencies through spiral progression with a major focus on the development of language skills. The components of the curriculum are given below:



Competency: A key learning area involving applied skills and knowledge enabling learners to successfully perform in educational, professional and other life contexts.

The curriculum defines the following five competencies and a total of eight standards for key learning areas of the English language.

Competency 1:	Oral Communication Skills (Listening and Speaking)
Competency 2:	Reading and Critical Thinking Skills
Competency 3:	Formal and Lexical Aspects of Language
Competency 4:	Writing Skills
Competency 5:	Appropriate Ethical and Social Development

The fifth competency specifies what needs to be done to impart personal social, ethical and emotional development in the students through the texts and lessons they are taught in class. This competency is embedded in the other four competencies by selecting appropriate texts and activities.

Standard: It defines competency by broadly specifying the knowledge, skills, and attitudes to be acquired by students in a particular key learning area during the first five years of schooling.

Benchmarks: Further elaborate the expectations about what learners know under each standard, indicating what the students will accomplish at each developmental level to meet the standards.

Student Learning Outcomes (SLOs): These are built upon the descriptions of the benchmarks and describe (in key points) what students will accomplish at the end of each unit.

Along with standards and benchmarks, the curriculum also provides a progression matrix containing SLOs grade-wise. For further detail, please refer to the SNC 2020 for English.

This Teacher Guide is comprising of lesson plans based on selected Student Learning Outcomes of SNC and textbook content developed by Punjab Textbook Board. To ensure the uniformity all the lesson plans have been developed on the same format/template.



TEMPLATE FOR LESSON PLAN

Topic

Lesson plan No.	
Grade:	Time:

SLO:

Material / Resources required:

Information for Teachers:

- New concepts
- New ideas
- Teaching tips

Introduction:

- Warm up
- Brainstorming
- Elicitation
- Mind map etc.

Development:

Activity1:

Activity2:

Conclusion / Sum up / Wrap up :

Assessment: Focus will be on formative assessment

Follow up:

- written work
- project
- oral assignment etc.



English-1		
Sr. No.	List of Selected Student Learning Outcomes (SLOs) & Unit of Textbook	No. of LPs
	Unit 1: Time to Recall	
1.	<ul style="list-style-type: none">Articulate the sounds of letters of the alphabet in series and in random order and write small and capital letters in series and in random order.	1
2.	<ul style="list-style-type: none">Recognize individual sounds in a word e.g. /p/, /i/, /n/ in pin recognize and produce individual sound.	1
	Unit 2: My Family and I	1
3.	<ul style="list-style-type: none">Use pre-reading strategies to predict a story by looking at picture(s) in the text.Book pages 9 and 10.	1
4.	<ul style="list-style-type: none">Interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase their understanding.<ul style="list-style-type: none">Book pages 11, 12, 13 and 14.	1
5.	<ul style="list-style-type: none">Respond to text (post reading) to express understanding of the story through pantomime.	1
6.	<ul style="list-style-type: none">Demonstrate the use of common conventions and dynamics of group oral interactions in a group to introduce themselves, express basic emotions (happiness, sadness, anger, etc.), exchange basic routine greetings, exchange some social courtesies, participate in conversation, take turns, express needs, express joy while playing, recite poems.	1
7.	<ul style="list-style-type: none">Point out/name some common objects in a picture or in an illustration.	1
8.	<ul style="list-style-type: none">Describe them in a word or two, or in a sentence. Point out/name some common objects in a picture or in an illustration.	1
9.	<ul style="list-style-type: none">Spell simple one/two-syllable words, provide the missing letters in simple one/two-syllable words.	1
10.	<ul style="list-style-type: none">Recognize and use substitution words as subjective case: I, we, you, he, she, it and they.	1
11.	Unit 3: Cobbler, Cobbler	1
12.	<ul style="list-style-type: none">Articulate, recognize and use some formulaic expressions to: after and respond to basic routine greetings, express and offer a few basic social courtesies, listen and respond to a few commands and express limited needs.	1
13.	<ul style="list-style-type: none">Recognize and use words that point to something this, that, these, those	1
	Unit 4: Let's Have Fun	1
14.	<ul style="list-style-type: none">Identify initial consonant clusters.	1
15.	<ul style="list-style-type: none">Show a series of actions in a picture by writing action verbs,	1



	construct simple sentences of three/four words using correct capitalization, punctuation and spelling.	
16.	• Recognize that as letters of words change, so do the sounds.	1
17.	• Recognize and pronounce some common consonant digraphs in initial and final position in a word (/th/, /ph/, /ch/).	1
Unit 5: Sharing is Caring		1
18.	• Recognize the different categories of some:	1
19.	• Simple action words • Naming words e.g. animals, fruits, vegetables, parts of body, objects, colours, shapes, size, in pictures, classroom, at home and in immediate environment.	1
20.	• Recognize that as letters of words change, so do the sounds.	1
21.	• Write appropriate naming and action word(s) to identify an object or an action in a picture.	1
Unit 6: Blessings of Allah		1
22.	• Identify words that begin and end with the same sound.	1
23.	• Read aloud three-letter words with a reasonable level of accuracy in pronunciation.	1
24.	• Recognize and practice that words combine to make sentences.	1
25.	• Recognize that people and places have particular names.	1
26.	• Recognize and use questioning words: what, who, where, when, why.	1
27.	• Comprehend and respond to simple wh-questions.	1
28.	• Physically respond to and use some common action words.	1
29.	• Identify 'a' or 'an' as articles. • Choose between 'a' or 'an'. • Recognize that plural nouns do not take the articles 'a' or 'an'.	2
Unit 7: Classroom Manners		
30.	• Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc.	1
31.	• read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.	1
32.	• Use am, is, are in short sentences to identify and describe a person, place and things, e.g. I am.	1
33.	• Use some describing words showing quality, size, colour.	1
34.	• List items of a similar category from a given text.	1
Unit 8: Nature is Beautiful		
35.	• Arrange a list of words in alphabetical order.	1
36.	• Brainstorm to gather ideas for various activities/tasks.	1
37.	• Write date and captions on page top.	1
38.	• Recognize, physically/orally respond to and use simple sentences	1



	showing request and command in a school scenario.	
Unit 9 & Review 3: A Greeting Card		
39.	<ul style="list-style-type: none">Pronounce familiar common irregular sight words.Identify, recognize and articulate common two to three-lettered sight words and words with common spelling patterns	2
40.	<ul style="list-style-type: none">Recognize the conventions of a greeting card and fill in simple greeting cards through guided activity.Draw illustrations to make greeting cards. Write names of addressee and sender. Write appropriate words and formulaic expressions.Write name and phone number.	1
Unit 10: The Hare and the Tortoise		
41.	<ul style="list-style-type: none">Listen to a story /fairytale of a few sentences read aloud by the teacher.Read aloud the same story/fairytale themselves.Identify names and characters.Respond orally in yes or no, your likes or dislikes about the story/character.	1
42.	<ul style="list-style-type: none">Use words showing possession, e.g.my, your, our.	1
43.	<ul style="list-style-type: none">Fill in speech bubbles with given appropriate words and formulaic expressions.	1
Unit 11 & Review 4: Love Animals		
44.	<ul style="list-style-type: none">Recognize and change the number of simple naming words by adding or removing “s” (singular/plural).recognize words ending with /s/ and /z/ sounds in the plural form of a word	1
45.	<ul style="list-style-type: none">Point out specific information in a calendar like the name of the month, and day of the week using sight reading strategies.	1
46.	<ul style="list-style-type: none">Identify punctuation marks in a sentence (e.g. capitalization, comma, full stop, question mark, etc.).	1
47.	<ul style="list-style-type: none">Identify and articulate simple rhyming words in text.Recognize and write rhyming words from a poem.	1

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UNIT 1: TIME TO RECALL

TOPIC: SOUNDS OF LETTERS



Duration: 80 Minutes



Students Learning Outcome:

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



Materials:

- a real hat
- a real flower pot
- a toy top
- a net (if easily available)
- a set of alphabet flashcards (teachers can buy or can be made by the teachers on the same chart paper)

Note: The above ones are suggested items. You can select any everyday objects.

Information for Teachers:

- **Initial sounds of words:** There are 26 letters of the English alphabet. Each letter has its specific sound which is different from the sound of the other letters.
- Students learn fast through real life examples, therefore, teaching letter sounds/phonics will become way easier if they are asked the names of different objects and to identify their initial/beginning sound.

Introduction:

Activity 1:

- Welcome students to the new class, teacher tells her name e.g. my name is Aliya, it starts with a...then get students tell their names one by one and the first sound of their name like.. a...Ali, f.... Faisal, h.... Hamza etc.
- Get students recall Aa, Bb, Cc through singing phonic song.
(Song links for android)
<https://youtu.be/5EYnyT-y-Yo>

<https://chuchu.me/ChuChuTVAndroid>

Activity 2:

- Display the poster/charts of the beginning sounds in the class for students' better understanding.
- Pronounce the sound of each letter one by one pointing to the letter to build letter sound association.
- Make the students say the sounds after you.
- Explain the role of alphabets/letters in a language, e.g. they all know the names of book, bag, plate, glass etc. Make them focus on the sounds b...as in book, bag, and sound of g...as in glass and so on.
- Take a real-life object in hand, ask the students to name it, and then pronounce it stressing on its initial sound, for example, b for balloon, f for fork, etc.

Development:

Activity 1:

- Get students to look at the pictures on page 2 of the book and name all the objects saying the starting/initial sound of each object. You may name one picture as a model to give clarity to students. Then, they can follow you.
- After this, point to different objects in the surroundings and involve all students one by one naming the objects.
- Focus on students' identification of the letter and its associated sound.
- Provide much practice to students engaging all students in an attractive way.

Activity 2:

- Ask students to open textbook page 3.
- Tell them that there are given the letters along with their sounds.
- Explain to the students that the capital letter is the name of the letter (e.g. A, B, C, etc.) and the small letter is the sound of the letter, e.g. a a a, b b b, etc.
- Help students name the letters and their associated sounds one by one collectively.

Activity 3:

- Ask the students to open textbook page 6.
- Tell them that every letter has its own writing pattern and shape.
- Ask students to trace the capital and small letters on the book.
- Instruct them to say the name of each letter while writing.

Conclusion/ Sum up/ Wrap up:



Thumbs down (incorrect)



Thumbs up (correct)

- Play sound identifying game with the students.
- Instruct the students to make thumbs up for the correct sound and thumbs down for an incorrect sound.



- Point to different students one by one asking riddles like, I am a bag my starting/initial sound is T.
- Wait for the student to respond.
- Ask the rest of the students to make thumbs up or thumbs down as per the student's response.

Assessment:

- Show students random flash cards of letters and sounds.
- Ask the students to tell the name and sound of the letter.
- Encourage other students to tell a vocabulary/object starting with the same letter/sound.
- Make the students say the letters of alphabet in order.
- Write a few letters randomly on the white/ blackboard.
- Ask the students to name them one by one.

Follow up:

Write Aa to Zz in the notebook.

UNIT 1: TIME TO RECALL
TOPIC: SOUNDS OF LETTERS

Duration: 40 Minutes

**Students Learning Outcome:**

- Recognize individual sounds in a word e.g. /p/, /i/, /n/ in pin recognize and produce individual sound.

**Materials:**

- three letter words flashcards (cvc)
- coloured board markers/coloured chalks

Information for Teachers:







- A CVC word is a word that is made up of a consonant, vowel and consonant sound. Cat, hot, tip, man and hut are all CVC words.
- To pronounce such words, we use simple/basic vowel sounds.

Examples:

- /a/ as in p-a-n
- /e/ as in b-e-d
- /i/ as in s-i-t
- /o/ as in h-o-p
- /u/ as in c-u-p







Introduction:**Activity 1:**

- Do a drill of the vowel sounds (a, e, i, o, u)
- Prepare the board using different coloured markers/chalks for each letter as shown below, the vowel letters to be in one colour.
- Display the poster or flashcards with the images of the words as well.

-at	-an	an Words
b at	f an	Write the missing letters.
c at	c an	_____ an 
m at	m an	_____ an 
r at	p an	_____ an 
h at	v an	_____ an 
p at	r an	_____ an 
s at	t an	_____ an 
		v t m c r f p

-a-n Words	-e-n Words	-i-n Words	-o-t Words	-a-t Words
p-a-n	p-e-n	p-i-n	p-o-t	b-a-t
r-a-n	h-e-n	t-i-n	l-o-t	m-a-t
c-a-n	t-e-n	f-i-n	d-o-t	r-a-t
f-a-n	m-e-n	b-i-n	g-o-t	h-a-t
m-a-n	d-e-n	w-i-n	h-o-t	c-a-t

- Get students to read individual letter as phoneme.
- Demonstrate how to play, clap and joinsay. p, clap to join hands and say a pa.....say...a and clap to join n.....
- Get students to say the sound and identify the image/picture that matches the word.
- Get students to read individual letter as phoneme/sound and blend the following list as rapid fire round.
- Play clap and join and readsay.p, clap to join hands and say a pa.....again clap and join to n...pan

 _____ at	 _____ at
 _____ at	 _____ at
 _____ at	 _____ at

Development:

Activity 1:

- Get students do the same drill one by one and read all the three letter CVC words in the list below written on flashcards/poster.
 - p-a-n, r-a-t, c-a-t, l-a-b, b-a-d, b-a-t, f-a-n, m-a-n
 - p-i-n, t-i-n, f-i-n, h-e-n b-e-d, r-e-d, s-u-n, j-u-g, etc.

Activity 2:

- Get students to look at the pictures on page 2 of the book and name all the objects saying the cvc sounds of each object. You may name one picture as a model to give clarity to students. Then, they can follow you.
- After this, point to different objects in the surroundings and involve all students one by one naming the objects identifying cvc sounds individually.
- Focus on students' identification of the cvc sounds.
- Provide much practice to students engaging all students in an attractive way.

Conclusion/ Sum up/ Wrap up

- Show picture flashcards of objects (CVC words lists) to students to identify the beginning, middle and ending sound and blend to read the word.
- Make flashcards as given below and do the word picture matching activity.

Name: _____

CVC Match

Match the words to the pictures.

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

cat	rat	bat
fat	mat	hat

Assessment:

- Put flash cards in baskets.

- Divide students into groups of 5 or more.
- Provide each group of students with a basket containing cvc flashcards.
- Ask students to pick one card and say the cvc word pronouncing each sound correctly.
- Give feedback/ make corrections on the spot.

Follow-up:

Written homework in the notebook

- a gap filling activity for word building by adding a vowel sound to make words
e.g. p – n (pan, pen, pin) b – d (bed, bud), b – g (bag, bug, big)
- drawing pictures to depict understanding

 Fill in the missing vowel.

 c _ t	 h _ t	 j _ t	 c _ w
 d _ g	 j _ m	 b _ s	
 c _ n	 r _ d	 z _ p	 f _ n
 h _ n	 b _ t	 s _ n	 f _ x

Unit 2: My Family and I

Topic: Pre-Reading Strategies



Duration: 40 Minutes



Students Learning Outcome:

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



Materials:

- a large coloured photocopy of the pictures on pages 9 and 10. (if possible.) or pictures of a story

Information for Teachers:

- Associating thoughts with pictures/images is an effective tool to improve vocabulary and to develop critical thinking.
- The elements of a story help predict the story by looking at the title or pictures of the story.
 - a. **Setting:** Where is the story taking place?
 - b. **Characters:** Who is in the story?
 - c. **Action:** What is happening?
 - d. **Time:** When is this story taking place?
 - e. **Theme:** What do you think the story is about?
- Think-pair-share strategy is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

Introduction:

Activity 1:

- Pair up students who are sitting beside each other.
- Conduct the activity using the teaching technique “Think-Pair-Share”.
- Ask students to think while looking at the picture(s) and try to name and describe what they can see in the picture.
- Ask students to discuss their ideas with each other and share with the class on their turn.



- Make a word bank on the board by electricity through questions about the story. (word bank father, mother, brother(s), sister, friends, garden, birds, good weather, wind blowing, sun shining etc.)
- Give ideas to students that it can be a surprise by parents, it can be a picnic, A Family Gathering, etc.

Development:

Activity 1:

- Encourage students to think of an interesting and suitable name/title of the story other than 'My family and I.
- Share with the class one by one.
- Give ideas of the title if required e.g. A Picnic, My Beautiful Garden, A Great Surprise, etc.

Activity 2:

- Explain to students that one member of the pair can tell the story about picture 1 and picture 2 respectively turn by turn and others listen to their stories carefully.
- Add on the ideas of each other.
- Add the details and vocabulary if students have missed on something and tell your own interesting and complete story if required.
- Show them the pictures again and ask questions from page 10, Let's Talk.

Conclusion/ Sum up/ Wrap up:

- Get students say a new word/vocabulary that they have just learnt through listening to the stories from their class fellows.
- Explain their meanings.

Assessment:

- Show an unseen picture to the students and ask them to tell the title of the story.

Follow-up:

- Draw your family picture and write/label father, mother, brother, sister, grandmother, grandfather etc.

Unit 2: My Family and I

Topic: While-reading Strategies



Duration: 40 Minutes



Students Learning Outcome:

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

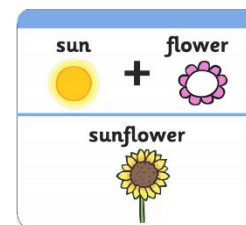


Materials:

family picture charts/poster

Information for Teachers:

- While-Reading is one of the most effective reading strategies.
- While reading the text, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.
- While-reading engages with the text to understand the story/ text focusing on the meaning.
- Text includes images (pictures or photographs, diagrams) and symbols that add to the meaning of the text.
- After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions.
- A riddle made up of pictures or symbols is called rebus. Examples: rain + bow= rainbow OR sun + flower= sunflower



Introduction:

Activity 1:

- Encourage students to show the pictures of their families that they have drawn in previous lesson(s.)



- Tell about their family members to the class one by one.

Activity 2:

- Display the posters in the class.
- Ask students to relate it to family and say a few sentences.

Development:

Activity 1:

- Do model reading of the story with correct pronunciation and intonation.
- Instruct students to listen to the text carefully so that they may comprehend it well.
- Do appropriate actions while reading the story e.g. ‘I eat (do the action of eating) my lunch during the break after washing my hands (do the action of washing hands with soap and water) with soap and water.
- Make the students do the actions according to the story text, where possible.

Activity 2:

- Ask questions while reading, e.g.
 - How old is Sa’ad?
 - When does Sa’ad do his homework?
 - Do you do your homework first or eat lunch?
 - I like to play with my toy train. Which game do you like to play after doing your homework?
 - What do you like to have for lunch?
- Ask question about Saad and his family.
 - How many sisters does Saad have?
 - Who tells Sa’ad a bedtime story at night?
- Encourage students to share three things that they do after school.
- Ask, are these activities/games healthy/good.
- What are the other things they want to do? Why?

Conclusion/ Sum up/ Wrap up:

- We love our family the most.
- Good children always follow good habits.
- Always listen to the text carefully to comprehend it fully.

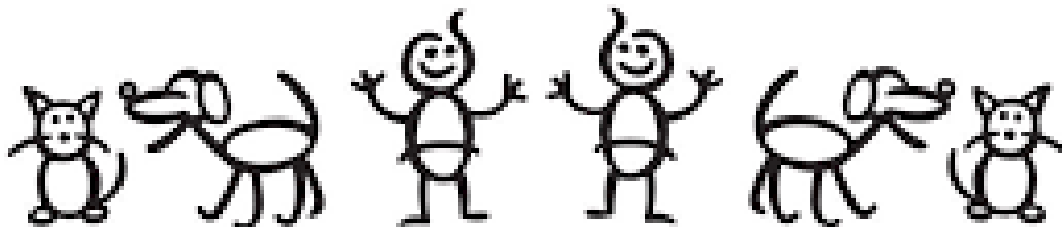
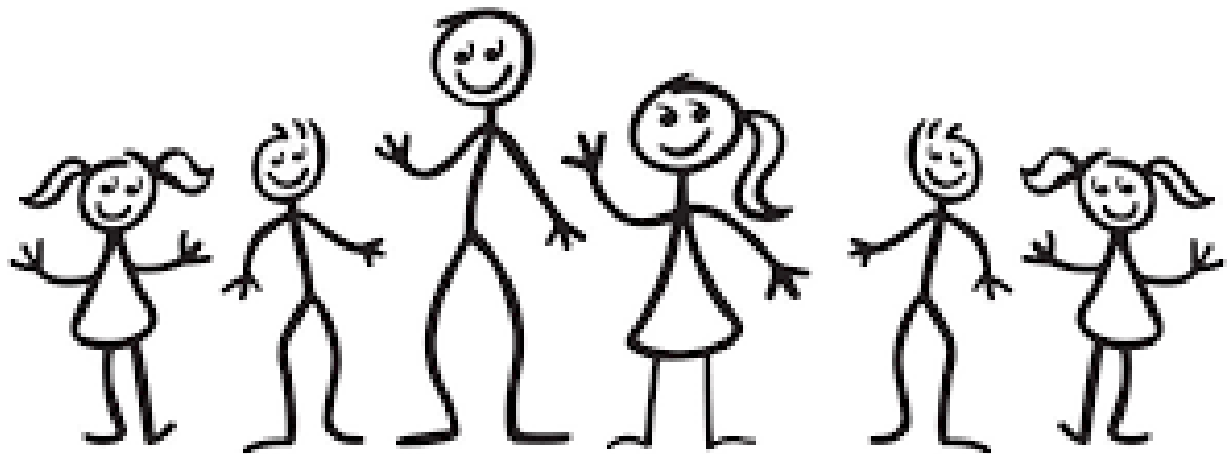
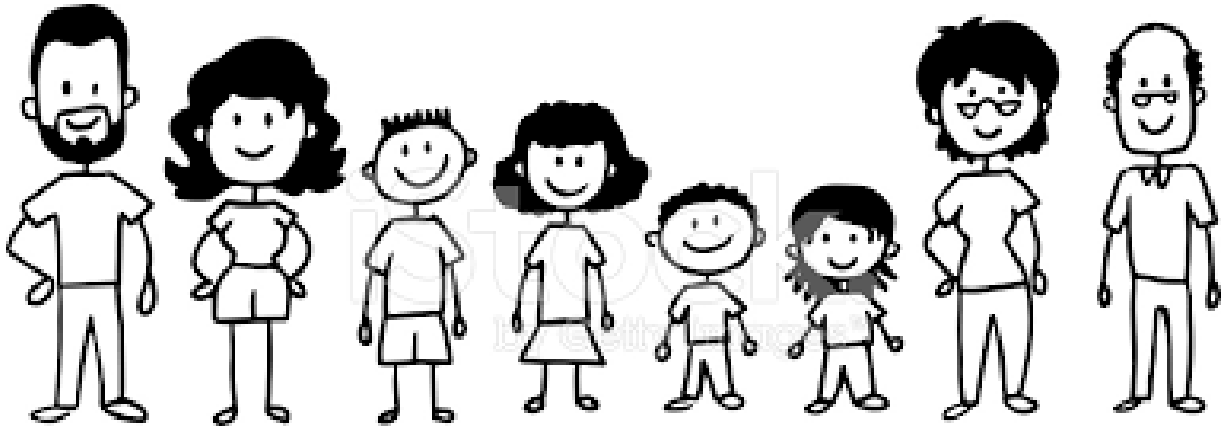
Assessment:

- What is the main character in the story?
- How many family members are there in Sa’ad’s family?

Follow-up:

Re-read the lesson and learn spelling of difficult/new words.

Family Picture Chart:



UNIT 2: MY FAMILY AND I

TOPIC: POST READING STRATEGIES



Duration: 40 Minutes



Students Learning Outcome:

- Respond to text(post reading) to express understanding of the story through pantomime.



Materials:

- textbooks

Information for Teachers:

- Reading text and showing understanding by enacting it out with movement and drama develops the critical thinking skills of the students.
- Using correct pronunciation and intonation when reading is very important to make your students understand and comprehend the story.
- Intonation is the rise and fall of the voice and pauses at correct place(s) i.e. after a comma and full stop while reading. This helps them understand the characters and the story plot.
- Pantomime is a specific type of drama and movement where students make elaborate gestures without words to express themselves e.g. knocking into the air, pretending to be knocking on a door, pretending to read, write and sleep etc. to express their understanding of the story.

Introduction:

Activity 1:

- Introduce yourself to the students e.g. Assalaam-o-Alaikum! My name is _____. I am a Pakistani. I live with my family, I like to read books, etc.
- Invite volunteers to introduce themselves in front of the class and share a few things about their likes and the activities they like to do.
- Engage all/most of the students in the activity.

Development:

Activity 1:

- Ask a few students one by one to sum up all points they read in the lesson.
- Write the main points on the board.



- Ask students to open textbook pg. 13.
- Ask the post reading questions one by one from the students.
- Make corrections on the spot.

Activity 2:

- Tell the students that they are going to perform on the lesson which they have read.
- Invite the class to retell the story in their own words as a chain story. e.g. ask a child to tell what happens at the start of the story. Then ask the next student what happens next and so on.
- Now invite two or three volunteers to act out the story as a pantomime.
- Ask the rest of the class that is the audience to check and tell if the characters have acted out the story correctly without missing out any detail.
- Pantomime can be performed on some story other than the lesson, for example, the boys who quarreled, a shepherd boy and the Wolf, etc.

Activity 3:

- Conduct the reading comprehension exercises one by one.
- Make the students recall the lesson and do the exercises on their own.
- Ask questions orally from the students to assess their understanding of the lesson.
- Supervise students' work and make corrections on the spot.

Conclusion/ Sum up/ Wrap up:

Tell the students that:

- Doing a pantomime is an interesting activity.
- It makes more clarity about the story.
- Pantomime can only be done if the students listen to or comprehend the story well.

Assessment:

Ask the students:

- Which activity did they perform?
- How did it help them understand the story better?

Follow-up:

Act out things that you do at school and at home.

UNIT 2: MY FAMILY AND I

TOPIC: ORAL COMMUNICATION



Duration: 80 Minutes



Students Learning Outcome:

- Respond to text(post reading) to express understanding of the story through pantomime.



Materials:

- Textbooks

Student Learning Outcome:

Demonstrate the use of common conventions and dynamics of group oral interactions in a group to introduce themselves, express basic emotions (happiness, sadness, anger, etc.), exchange basic routine greetings, exchange some social courtesies, participate in conversation, take turns, express needs, express joy while playing, recite poems.

Material/Resources required:

- shoe boxes: 3
- glazed papers of different colours: 3
- black markers: 1
- glue stick: 1
- small paper circles for children to draw expressions.
- yellow chart paper: 1 (to make magic words speech bubble posters).

Information for Teachers:

- When we express feelings, we communicate our emotions. Expressing feelings is a difficult part of verbal communication, because there are many social norms about how, why, when, where, and to whom we express our emotions.
- Primary emotions are innate emotions that are experienced for short periods of time and appear rapidly, usually as a reaction to an outside stimulus, and are experienced similarly across cultures. The primary emotions are joy, distress, anger, fear, surprise, and disgust.
- Magic words lay the foundation of politeness and courtesy in children which will help them grow up to become humble and confident individuals. It takes time and effort to inculcate good manners.

Introduction:

- Make expression monsters on shoe boxes for the students.
- Draw faces, paste white paper for eyes and teeth and draw rest of the expressions with the marker to depict emotions like angry, happy, sad, surprised, confused, etc.



- Take the students outside to the ground for this circle time group activity if it is available and make them sit in a big circle to demonstrate to use the common convention and the dynamics of group oral interactions.
- If not possible then arrange your class as a meeting room, tables in the center and chairs around the tables and do it in the class.
- Make big speech bubbles and write some courtesy magic words on them e.g. good morning, Thank you, Excuse me, May I, How are you? Have a nice day, etc. for the students to do the activity.



Development:

Activity 1:

- Place the expression monsters in the center and distribute the small paper circles to the students.
- Demonstrate to students by taking first turn and will explain students to follow him/her on their turn and will introduce herself/himself, Good morning. My name is _____. I am feeling happy today because we are going to learn about wonderful things, etc.
- Then draw a happy face on the small circle and put it in the happy monster. Explain to the students that I am feeling happy so I fed the happy monster but you (the students) have to feed the monster who has the same feelings.
- Explain students that greeting means saying Salam or good morning to each other.
- It is very important to wish each other with good wishes e.g. Salam, Good morning, How are you? Have a nice day, etc.
- Explain the importance of waiting and taking turns to learn and show good manners.



- Get students to greet, introduce themselves to the person on their right. Remind them to smile and make eye contact.
- Ask students to take turns in feeding the monsters with their expression cards, happy, sad or angry.
- Get them to share the reason of their emotion using the sentence stem: I am _____ because _____. Allow them to give the reason in Urdu if they feel comfortable but the greeting and the emotion will be in English.

Activity 2:

- Explain students that there are some magic words that help us make friends when used e.g. excuse me, thank you, sorry, please.
- Demonstrate a situation and pick up the relevant card of the magic words, encouraging the learners to repeat read and repeat the word after you.
- Focus on the initial sound to help them read.
 - What do you say when someone gives you a gift or helps you? (thank you)
 - What do you say when you have to take a permission to use something? (please)
 - What do you say when you make a mistake? (sorry)
 - What do you say when you want someone's attention or do not understand what they are saying? (excuse me)
- Now repeat the activity by giving the situation and asking 4 volunteers to pick up the magic word speech bubble and show it to their class.
- Ask rest of the students to clap if it is correct.

Conclusion/ Sum up/ Wrap up:

- Magic words are simple words used while interacting with others.
- These words portray good manners and leave everyone with a pleasant feeling.

Assessment:

Ask students to answer:

- What do we say upon meeting to each other? (Assalam-o-Alaikum/good morning)
- What do we say to take permission? (May I)
- What do we say if someone helps us, etc. (Thank you)

Follow-up:

- Draw any three faces and write names of the expressions.
- Write magic words on a chart paper and display in the class.

UNIT 2: MY FAMILY AND I

TOPIC: DESCRIBING OBJECTS



Duration: 40 Minutes



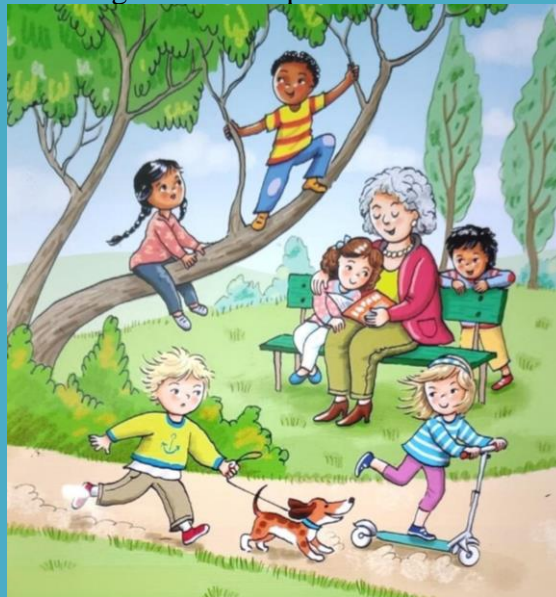
Students Learning Outcomes:

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



Materials:

- A big poster/picture/illustration/large magazine cut out etc. (a sample is shown below, coloured poster/pictures are preferred)
- Flashcards of naming and doing words with pictures and words/vocabulary as given below



Information for Teachers:

- A **picture comprehension** is an activity where children look at pictures, find interesting details and then answer simple questions about the picture. These questions are usually based around who, what, where, when and why. Some questions you might find in a **picture comprehension** are things like "what is the name of the park in the photo?" or "how many people with ice creams can you see?"
- Using a **picture comprehension** can help get children ready for reading comprehensions. If you use a clear image, children can easily predict meaning from a picture where they might



not be able to so, with text. They can use simple sentences to describe what is present or happening in the photo and start to understand how to take their reading further.

Introduction:

Activity 1:

- Display the picture on the board.
- Ask students to look at the picture and discuss it in pairs.
- Ask students to tell what is happening in the picture.
- Ask them to name the characters to describe the activity.
- Ask students to name the naming words which they can see in the picture.
- Encourage students to say sentences on each naming object in the picture.
- Involve all students in the activity.

Development:

Activity 1:

- Conduct a rapid fire activity for the objects in the picture on textbook pg. 10.
- Call out students names quickly one after the other moving to the next student if one is hesitating
- To ensure their full participation, involve the whole class.

Activity 2:

- Make a column on the board and label as, naming words.
- Write the names of the objects told by the students under, naming words column and ask questions.
 - What can you see on the wall?
 - Who is cutting the cake?
 - How many children are there?
 - What things can you see on the table?
- Write the words told by the students, e. g. pictures, plates, father/man and sister/girl under the naming words column.
- Explain the naming words e.g. people, animals, places and things have naming, therefore the words which refer to names are called “naming words”.

Conclusion/ Sum up/ Wrap up:

Tell the students that:

- Every object has a name.
- It is called a “Naming word”.
- We can name a “Naming word” from our surrounding and explain it in a sentence of our own.

Conclusion/ Sum up/ Wrap up:

- Write a few “naming words” on the board.
- Ask students to use the “naming word” in sentence, e.g. *plant*;
 1. there is a green plant in the room, *television*;



2. There is a television in the room, *mother*;
3. *Mother is washing the dishes, etc.*

Follow-up:

- Re-read the lesson and encircle all “naming words”.
- Write five “naming words” in your notebook from your surroundings.

UNIT 2: MY FAMILY AND I

TOPIC: SIMPLE ONE/ TWO SYLLABLE WORDS



Duration: 40 Minutes



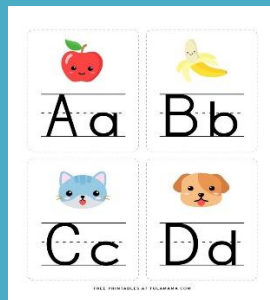
Students Learning Outcome:

- Spell simple one/two-syllable words, provide the missing letters in simple one/two-syllable words.

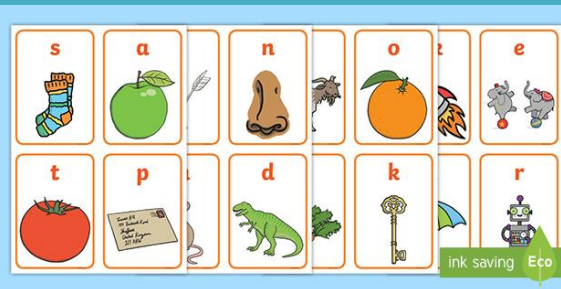


Materials:

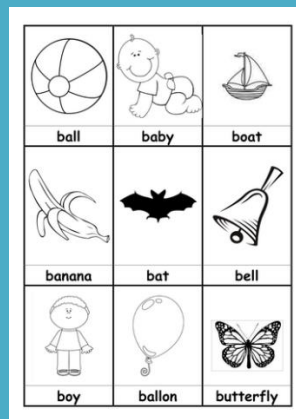
- Aa to Zz chart with pictures
- Small letter tiles/cards a-z
- Word flash cards



Aa - Zz chart sample



small letter tiles/cards sample





Information for Teachers:

- Words on flashcards are to be written in small letters because they are common nouns or verbs.
- These flashcards help students to learn syllables. When students are able to say one syllable at a time, spellings become easier.
- A word might have one, two or more syllables e.g. reading has two syllables, red has one syllable, truck has one etc.
- Letter tiles/cards are a good resource to build and learn spellings through joining and separating different sounds e.g. b-i-n, b-a-t saying all the sounds separately.
- The ability to separate the sounds of a word is called “phoneme segmentation”. It’s a critical skill in both learning to read and write. By six and a half/seven years of age students should be able to tell you the sounds in a word. So, for example, if given the word “cat”, the student should be able to tell you that the sounds in “cat” are /k/ /a/ /t/.
- Understanding that words are made up of separate speech sounds is an important foundational skill.

Introduction:

Activity 1:

- Place the small letters/phonics tiles/cards on the table and invite two volunteers at a time.
- Call out the phonic e.g. b...i.....n, c...a...t, etc. and let students pick them up.
- Get students say each sound separately. (segmentation)
- Then get students read one syllable words bin, cat by blending/joining all the sounds.
- Maximum volunteers should be doing segmentation and blending. (these terms are just for teachers not for students)

Development:

Activity 1:

- Explain to students that:
Syllable breakdown requires understanding of vowel sounds as each syllable has a vowel even if there are two vowel letters e.g. big (CVC), nap/kin.(CVC/CVC)
- Now invite volunteers and demonstrate them to read the words from flashcards and draw lines to break them down into syllables.
- Get as many students read as can be and correct them every time if they don’t do it right in order to ensure their understanding.

Activity 2:

- Say the word and clap your hands together each time you hear a vowel sound.
- Take the word "autumn": au-tumn. That's two vowel sounds, so it's two syllables even though autumn has three vowel letters: a, u and u.
- Make the students to recognize syllables in words to develop fluent reading and writing skills.
- Explain the following rules of syllables:
 1. Rule # 1. A syllable is formed by at least one vowel (a, e, i, o, u)
 2. Rule # 2. Divide the syllable between two same consonants, e.g. rab/bit, ten/nis.
 3. Rule# 3. Divide between two vowels that make two sounds, e. g. me



4. Rule # 4. Use prefixes and suffixes to separate syllables, e. g. harm/ful, dis/count etc.
5. Rule # 5. Compound nouns are always divided between the two words e. g. cat/fish, sea/gull, bat man etc.

Conclusion/ Sum up/ Wrap up:

- Repeat the steps for saying words as per syllable division to students:
 - Look at the word.
 - Identify the vowel sound.
 - Identify the consonants BETWEEN the vowels (don't worry about the other consonants).
 - Determine which syllable division rule (VC/CV, V/CV, VC/V, or V/V) applies.
 - Read the word.

Assessment:

- Write some words on the board e.g. water, sugar, melon, mango, table, room, etc.
- Invite volunteers/students in front to circle the vowels and make them read the words and count the number of syllables.
- Now let them find out the number of syllables, wa/ter, su/gar, me/lon, man/go, ta/ble, room.

Follow-up:

- Do the exercise *Learning to Spell* on pages 15 and 16 of the textbook.
- Do the Sample Worksheet.

Sample Syllables Worksheet

One Syllable Or Two Syllables	
Name : _____	Date: _____
Read the words and re-write to divide them in number of syllables.	
picnic	_____
dog	_____
unfit	_____
napkin	_____
fun	_____
solid	_____
cabin	_____
bed	_____
fat	_____
sunset	_____
profit	_____

UNIT 2: MY FAMILY AND I

TOPIC: SUBSTITUTION WORDS



Duration: 40 Minutes



Students Learning Outcome:

- Recognize and use substitution words as subjective case: I, we, you, he, she, it and they.



Materials:

- Chart paper strips for writing sentences
- Ribbon/any string
- Double side tape/scotch tape
- Poster to display in class



Sample Display Poster

Information for Teachers:

- Substitution Words/ Pronouns are an important part of a sentence and grammar. Learning about substitution words can be straightforward and engaging at the same time.
- Substitution Word “I” is used for oneself, similarly, **he** is used for males, **she** is used for females, **it** is used for things and animals, **we** and **they** are used for plurals/many, and so on.

Introduction:

Activity 1:



- Show pictures of children doing different actions.
- Name each child e.g Ahmad is touching his head. (first picture Left to right) What is Sara doing? What is Haroon doing? What is Zara doing?
- Point out to students that the words *he* and *she* are replacing Sara and Haroon, so we use these words instead of names for boys and girls.

Development:

Activity 1:

- Place two sentence strips on a table in front of the class/students at a time and all the cards with subjective pronouns, e.g. he, she, it, I, we etc.
Sam is eating. He is eating a burger. Zara is playing. She is playing with her doll.
- Put double or scotch tape behind the substitution cards.
- Invite students one by one to choose the correct card and fill in the blanks.

Activity 2:

- Invite two pairs of volunteers, boys and girls in front of the class.
- Explain students that they have to tell about each other turn by turn; e.g. the boys say about the girl, e.g. This is Asma. She is a good reader. The girl say, e.g. This is Sajid. He runs fast, etc.
- Now explain to students that there are words that replace names/nouns, they are called substitution words.

Conclusion/ Sum up/ Wrap up:

Substitution Words are the words which we use in place of naming words.
I, we, you, he, she, it and they are called substitution words/ pronouns.

Assessment:

- Ask the students to open textbook pg. 17.
- Make them read the given sentences.
- Ask them to fill in the blanks with the correct substitution words/pronouns.



- Give feedback/make corrections on the spot.

Follow-up:

Use all substitution words/pronouns in sentences of your own in the notebook.

UNIT 3: COBBLER, COBBLER

TOPIC: COMMON CONSONANT BLENDS



Duration: 40 Minutes



Students Learning Outcome:

- Recognize and identify consonants and vowels in the English alphabets using common consonant blends (/bl/, /cl/, /br/, /dr/).



Materials:

- Coloured pictures or real objects as given below.
(blue, black, blow, class, clap, clip, clown, clock, brown, drawer, brownies, bread, dress, drawing, drum)



Information for Teachers:

A consonant blend is a unit comprising two or three consonants adjacent to each other (not separated by a vowel) with each consonant representing a different speech sound (phoneme) e.g. the consonant blend 'bl' is /b/ blended with /l/.

Introduction:

- Start with /a/, /b/, /c/ and a common oral drill of vowels i.e.
/a/, /e/, /i/, /o/, /u/...I love you!
- Remind students of the vowels and rest of the letters are called consonants.
- Explain to the students that they are going to learn consonant sounds mixed/blended together.














Development





Activity 1:

- Hold a pile of pictures or real objects in your hand and ask students to name them quickly.
- Show each picture card/object one at a time to the students and ask them to name the objects one by one.
- Encourage the students to identify the beginning sounds of each object.
- Provide all students with a paper.
- Ask students to write down the consonant blend for each card on their paper.
- Show the cards/objects to the students quickly to make the game challenging.
- Make the students say the sounds that they have written each one separately e.g. /c/, /l/ and then mix/blend them together and say /cl/, /dr/, /bl/, and /br/ one by one.
- Draw students' attention towards the consonant sounds and blends.

Activity 2:

- Have all the consonant blend words put in a basket.
- Make sure that there are blend words of any 2 or 3 consonant blends e.g.br, bl, st, etc.
- Make 2-3 teams of students.
- Assign one consonant blend to each team.
- Make each team member to race to the basket and pick up and bring the word with the consonant blend assigned to them.
- Make them keep on running and collecting the word with the blend assigned to them.
- The team that collects 5 blend cards will be the winner.
- Repeat the game for other blends till each child has had a turn.

CONSONANTS - BEGINNING BLENDS			
Fill in the blanks with the correct consonant blend.			
bl	br	cl	cr
dr	fl	fr	gl
gr	pl	sc	
 y	 oud	 ead	 og
 ab	 ale	 ock	 um
 ue	 ush	 ant	 ock
		 apes	

 _ocks	br	 _ender	bl
	bl		st
	cl		gl
 _anket	pl	 _ood	tr
	dr		bl
	bl		pl

Conclusion/ Sum up/ Wrap up:

Explain the concepts with more examples to students.

Assessment:

- Ask students to open textbook page 22.
- Make them look at the pictures given there.
- Ask them to name each picture and add the correct consonant blend to complete the name of each picture.



Follow up:

Find and share more examples with the same consonants or different e.g. /cr/, /fl/, /fr/, /gr/ etc. by flipping through books/storybooks or other material like old English news papers, etc.

UNIT 3: COBBLER, COBBLER

TOPIC: ORAL COMMUNICATION



Duration: 40 Minutes



Students Learning Outcome:

- Articulate, recognize and use some formulaic expressions to: after and respond to basic routine greetings, express and offer a few basic social courtesies, listen and respond to a few commands and express limited needs.



Materials:

- Morning greetings cards/ relevant cut outs of pictures from magazines.
- Posters of 'Good Manners' in the classroom/at school.



Information for Teachers:

- **Formulaic expressions** mean routine, standard conversational speech formulas.
- These may consist of a single word or of several words acting as a unit. Here are some examples 'excuse me, thanks a lot, goodbye, hi, sorry, pardon me, farewell etc.
- The best way to teach daily greetings and good manners to your students is to apply them in routine, role play, creating situations and getting students' direct involvement.
- Here are greetings for different time of the day:



- Good morning: greeting till 12 noon
 - Good afternoon: greeting till 3 pm
 - Good evening: greeting from 3 pm onwards till 12 midnight
 - Good night: is said when saying bye or farewell in the evening
- We can never say GOOD NIGHT to say hello to someone, and we can also say GOOD EVENING to say bye to someone.

Listening to and responding to commands:

Every day situation requires communicating and responding to various situations at home, at school, in the market place or in any social setting:

Some affirmative responses are: *sure, of course, yes, ok*

Some negative responses are: *no, I do not know,*

Expressing needs:

May I (borrow/drink/go to/have/come in)

Please

Excuse me

Introduction:

Activity 1:

- Greet the students warmly by saying “Assalam-o-Alaikum/Good Morning” on entering the class.
- Draw students’ attention towards the posters hung or pasted before the lesson on the soft board in the classroom.
- Explain to the students when we meet each other we must greet by saying Salam, Good morning, Good afternoon, Good evening.
- Tell them that we can wish each other by saying “Have a nice day/time, etc.
- Write Good morning, Excuse me, Thank you, You are welcome, Sorry, may I, on the white/black board.

Development:

Activity 1:

- Share some simple commands and the responses:
- Tell the students some affirmative responses are: *sure, of course, yes, ok*
- Tell them some negative responses are: *no, I do not know*
- Divide the students into pairs or groups.
- Give some situations to practise the role play.
- Encourage students to think of some requests that they need to make at school. e.g. leaving the class, borrowing something, asking a question.
- Make the students practice the following by using these expressions in a dialogue:

Expressing needs:

May I (borrow/drink/go to/have/come in)

Please

Excuse me



Activity 2:

- Divide the students into pairs.
- Make them practise the dialogue given on textbook pg.22.
- Help them comprehend the use of all given expressions.
- Present a pair as a model and then make rest of the pairs present the dialogue in front of the class.

Conclusion/ Sum up/ Wrap up:

- Explain to students that being courteous means having good behaviour, being respectful/good/nice and to show good
- Get students share their perspective/viewpoints about good manners.

Assessment:

Ask students to tell what they will say if:

- a friend has arrived at your house
- your friend gives you a gift
- you have pushed your class fellow by mistake
- you want to borrow your friend's pencil

Follow up:

- Do a short role play at home with siblings, friends or cousins using greetings and courtesy words.

UNIT 3: COBBLER, COBBLER

TOPIC: RHYMING WORDS



Duration: 80 Minutes



Students Learning Outcome:

- Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc.



Materials:

- Coloured markers
- Chart papers
- A4 sheets
- Crayons/ colour pencils

Information for Teachers:

- Rhyming words are the words that have the same ending sounds. For example, the rhyming words of hen are pen, ten, men, when, etc.
- Say all the rhyming words slowly and stretch them to help the students understand the sounds. Encourage them to observe mouth movements while saying the rhyming words.
- Guide the students to change the beginning sound in the word to make a new word. This will help them understand that even though the beginning sounds change, the ending sound stays the same. Make the students clear that the new words we make by adding initial sound must be an English word with a meaning.
- Help the students to draw simple pictures for each rhyming word to learn the meaning. Some easy pictures are shown in this lesson plan.
- The word thumb is pronounced like (t h u m). Sound of 'b' is silent.
- The letter "g" has 2 sounds, soft and hard. Soft sound is pronounced as /j/ and hard sound as /g/.
 - Soft sound /j/ when it is followed by letter 'e', 'i' or 'y'. Examples: germs, giraffe, gym
 - Hard sound /g/ when it is followed by any other letter than 'e', 'i', 'y'. Examples: goat, gap, magnet, grand. And when it comes last in a word. Examples: egg, jug, hug, beg, bag
- The following rhyming words can also be done on posters for class display and presentations, and for notebook work and assessments. It is very important to start all rhyming words with small letter because these are not proper nouns.
 - wall, ball, call, fall, small



- bin, pin, tin, chin, skin
- book, cook, hook, look
- pot, got, not, cot, hot

Introduction:

- Write the word 'bag' on the board. Ask any two students to read the word on the board.
- Then underline 'b' and tell. This is the beginning letter and it makes /b/ sound.
- Call any student from the class and ask to underline the ending letter. The student should underline 'g'. If the first student underlines a wrong letter then call more students till you get the right underline.
- Then ask any other student about the sound of the ending letter.
- Ask the class to answer in one voice.
 - The beginning sound in the word bag is _____.
 - The ending sound in the word bag is _____.
- Explain the class that we can easily find the ending sound of the word by saying that word or by listening to it carefully. The spellings sometimes make different sound. Write 'apple' on the board and ask the students to raise hand to tell the ending sound. The ending sound is /l/. Ask them to close the eyes and say this word silently and focus on the ending sound.

Development:

Activity 1

- Write the topic **Rhyming Words** on the board and make the class repeat it.
- Then write "Rhyming words have same ending sound."
- Point to each word in this sentence and help the students read, understand and learn.
- Explain that the words sound singing when they rhyme. We move our mouth the same way to end the word in the rhyming words. Help them say and feel the same ending sound in: fan, man, pan.

Activity 2:

- Tell the class, "Now I will check your understanding through a game".
- Ask them to be ready for a game. Tell how to play game.
- Tell them that I will say 2 words only one time. Listen carefully. If the words end in the same sound, you will show thumb up. If the words do not end in the same sound then you will show thumb down.
Note: (It can be done with any hand. If you want to teach them right and left also then you can specify right hand thumb or left-hand thumb. For this ask them to raise the right hand and show the right thumb. Then ask to use the same hand for the activity)
- Try to give turn to each student in the class or do it as a whole class activity.
- Use these words for the practice of rhyming words or make changes according to the students' level and interest.

cat	mat
sun	go
pin	start
book	look
see	me

fan	man
chair	board
up	cup
in	bin
star	door

bun	car
pen	hen
ten	sky
bat	ball
tall	small

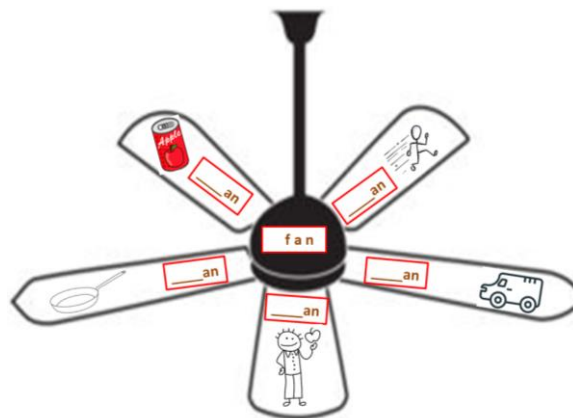
Activity 3:

- Prepare the following 5 worksheets on posters/chart or on A4 sheets prior to the class. Poster/charts can be made using drawing of the objects (like drawing of fan, wall hen, etc.) and shapes (like circles, squares, rectangles, etc.).
- Divide the class in 5 groups. Give one sheet/poster/chart to each group.
- Explain the students that they will make rhyming words by changing first/initial sound. Then help each other in the group to read all the words and understand the meaning with the help of the pictures. Allow them to add more rhyming words with pictures.
- Call the groups for class presentation (say the rhyming words with spellings and tell the meaning).
- Display the posters/sheets in the classroom.
- Put a star on the posters which have added a new rhyming word and picture.
- Clap for all the groups for good work.

Q. Add a beginning sound and make rhyming words of **fan**.

Word beginnings

v p r m c



Worksheet-Beginning Sound

Q. Add a beginning sound and make rhyming words of mat.

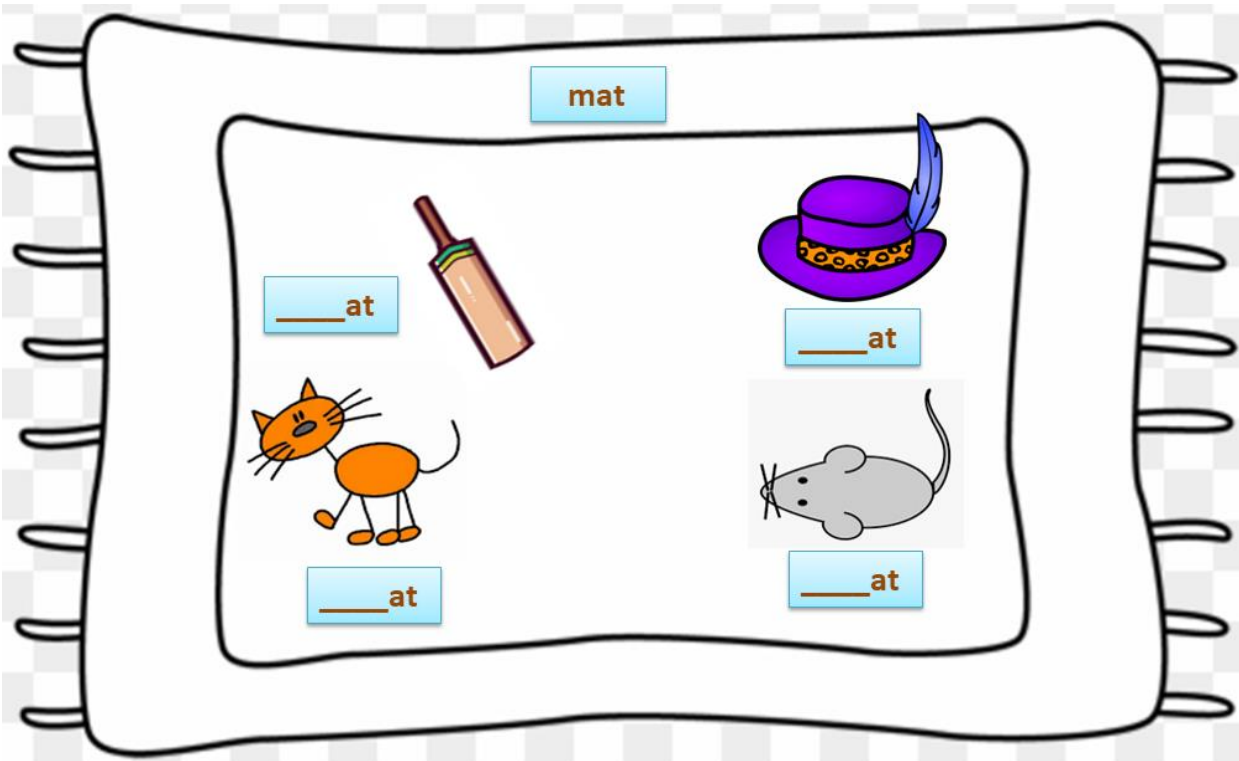
Word beginnings

h

r

b

c



Q. Add a beginning sound and make rhyming words of **tap**.

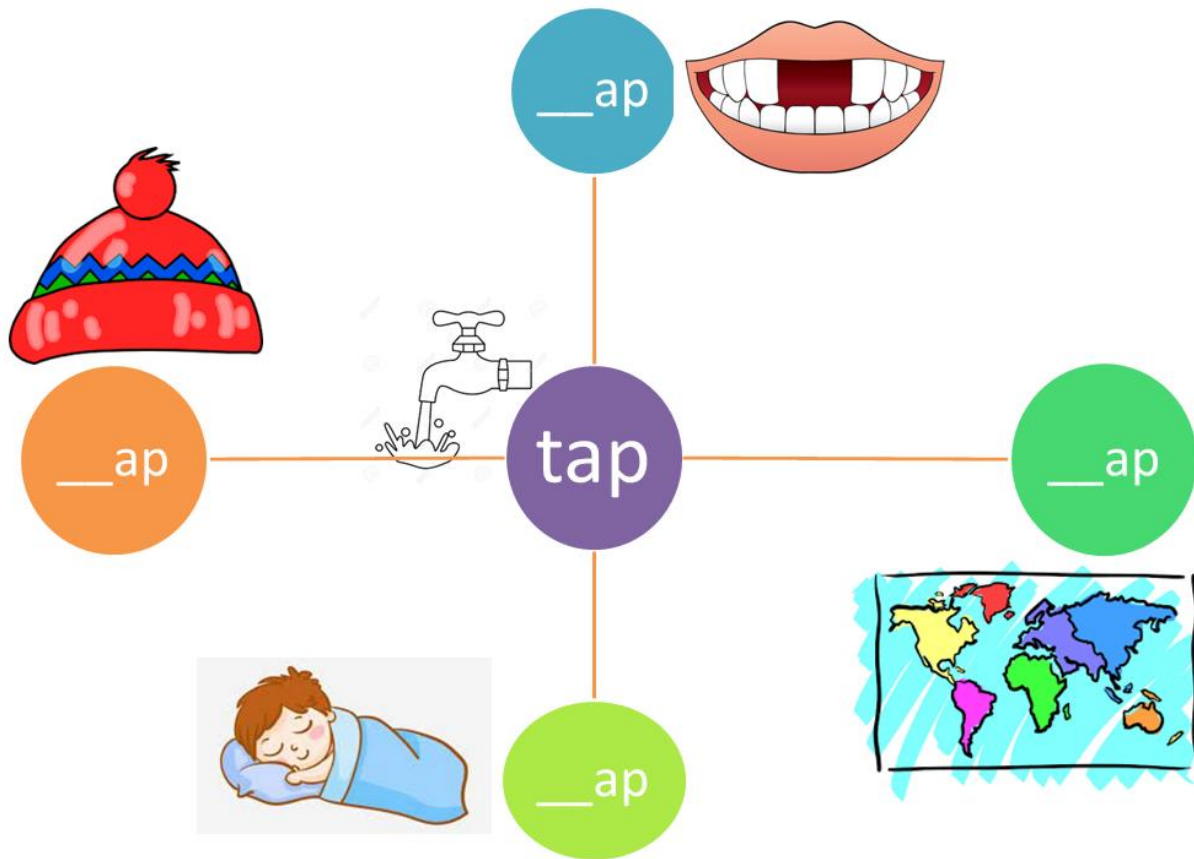
Word beginnings

m

g

n

c



Q. Add a beginning sound and make rhyming words of bee.

Word beginnings

t

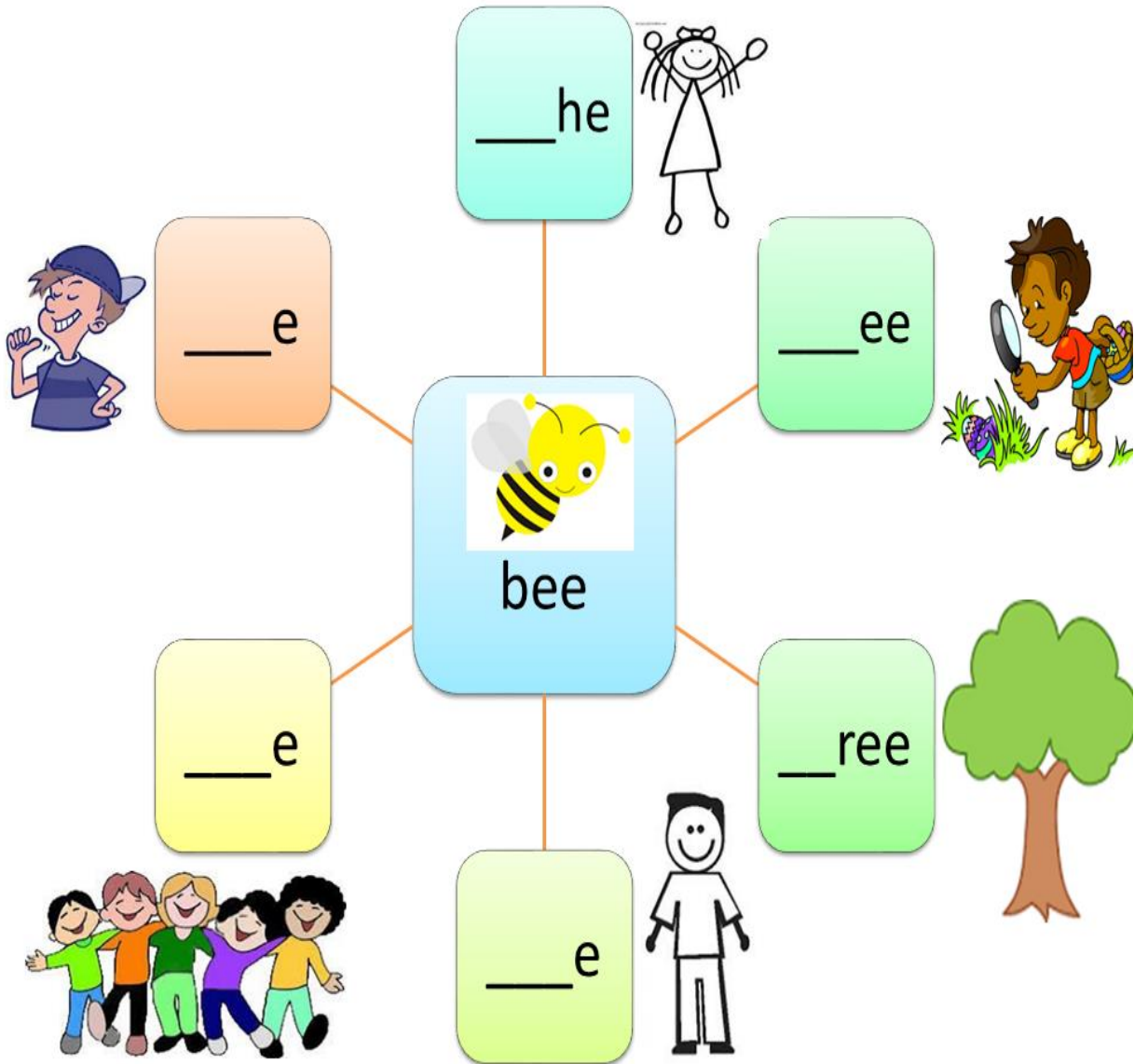
h

m

s

w

s



Q. Add a beginning sound and make rhyming words of hen.

Word beginnings

t

d

m

w

p



__en



__en



_hen ?



__en

__en





Conclusion/ Sum up/ Wrap up:

- Rhyming words have same ending sound.
- We can change first sound to make rhyming words.
- We focus on sounds more than spellings when making rhyming words.

Assessment:

- Conduct the following activity to assess students’ understanding of the concept:

Q. Add first sound to make rhyming words.			
man	_____ a n	_____ a n	_____ a n
rat	_____ a t	_____ a t	_____ a t
hen	_____ e n	_____ e n	_____ e n
tap	_____ a p	_____ a p	_____ a p
bee	_____ ee	_____ e	_____ ee

Follow up:

- Dictation of the given pairs of words on textbook page 70, part i, unit 7.
- Discuss page 70, part ii, unit 7 and give as homework.
- Keep the rhyming words work on display for the whole year and encourage the students to add more words and pictures with teacher’s assistance.
- The Quran teacher should highlight the rhymes used in the Holy Quran. Surah Ikhlāas and Surah Kausar may easily be discussed for Grade 1. The teacher may also highlight the rhyming words in some famous ‘Naat’ and ‘Hamd’ or poems etc.

UNIT 4: LET'S HAVE FUN

TOPIC: DIGRAPHS

**Duration:** 40 Minutes

Students Learning Outcome:

- Recognize and pronounce some common consonant digraphs in initial and final position in a word (/th/, /ph/, /ch/).



Materials:

- Chart papers 2 (to make word sliders).
- Picture flashcards of digraphs /ch/, /th/, /ph/
- Real objects like child, chocolate, chain, phone, phonics, thermos, etc.
- Scissors.
- Markers.

Information for Teachers:

- A **digraph** is two letters that make one sound. The digraph can be made up of vowels or consonants, therefore, place digraphs charts and pictures in the classroom.
- Charts and posters in a classroom are the best visual aid for students to recall the concepts daily.
- Make 3 simple word sliders as shown in the picture for each digraph i.e. /ch/, /ph/, /th/. Write on the card/circle th, ph, ch and on the slider letters like ch/ips, ch/op, ch/ainch/in and similarly make for /th/ and /ph/ sounds.

Introduction:

Activity 1:

- Place the real objects chips, chocolate, thermos and phone etc on a table.
- Call six volunteers at a time, give the first one /t/ flashcard and the second one /h/
- Similarly give the next two pairs /p/,/h/, /c/,/h/
- Now get them say the sounds of their letters one by one.
- Tell children to join their sounds together to produce a new magic sound i.e. th, ch and ph.
- Encourage them to repeat the sounds and the whole class follows them.
- Encourage them to pick the objects that start with the sound.



Development:

Activity 1:

- Tell students that when we join two letters that produce one sound, it is called a digraph.
- **Consonant digraphs** are groups of two consonants that make a single sound. Examples of consonant digraphs are:
 - ch as in chat
 - sh as in ship
 - th as in thick
 - wh as in what
 - ph as in phone
 - ck as in sock
- Slide the slider in front of the class.
- Encourage students to read all the words with the help of phonics, e.g. chips, chin, chain, phone, pharmacy, thumb, throw, etc.

Activity 2:

- Make students read through picture flashcards.
- Make digraph teams i.e. sh team, ch team, th team and ph team.
- Write all the digraphs beginning sound, middle and ending sounds on the white board using different coloured marker, e.g. **th**row, **ch**ips, **ch**ain, **ph**one, etc.
- Each team reads only the word with their assigned digraph from the board.
- Each team gets a point for reading it correctly and telling what it means.
- Make sure students know the meaning of the word they are trying to read.

Conclusion/ Sum up/ Wrap up:

- Give headings on the board i.e. **th** words, **ph** words, **ch** words and encourage students to come up with more words with simple words with sound in initial and final position.
- Write the words on the board and make the whole class read aloud.

Assessment:

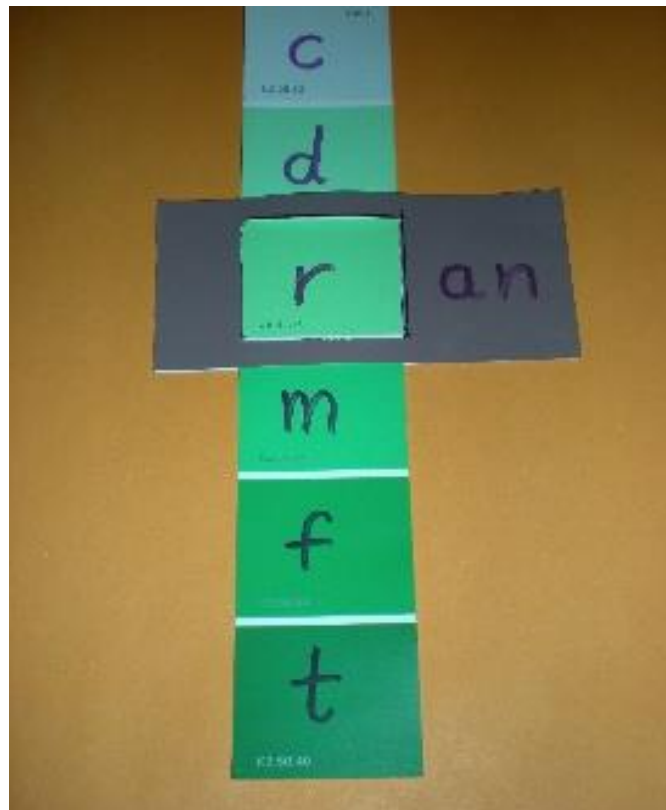
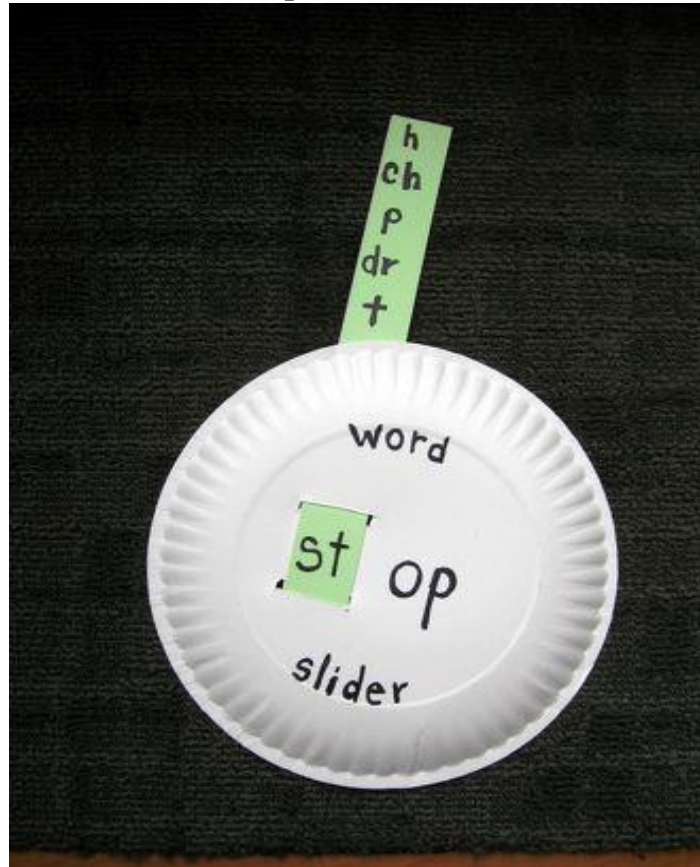
- Ask students to open textbook page 34.
- Ask students one by one to read the given words with correct pronunciation.
- Engage most/all students to rate their understanding of the concept.
- Give feedback/make corrections on the spot.

Follow-up:

Write three words for each consonant digraph in notebook:

- th
- ch
- ph

Sample Word Sliders



Sample charts/posters/flashcards



CH Words



UNIT 4: LET'S HAVE FUN

TOPIC: INITIAL CONSONANT CLUSTERS

**Duration:** 40 Minutes

Students Learning Outcome:

- Identify initial consonant clusters.



Materials:

- White/black board
- Board markers of two colours or chalks of two colours
- A display poster (as sample attached at the end of the lesson)

Information for Teachers:

- **Initial consonant clusters** are the sounds that are found at the beginning of English words.
- A consonant cluster in a word is a group of consonants with no vowels between them. They are called clusters because each of the sound in a cluster can be heard as one e. g. /b/, /l/ in bloom, /b/, /r/ in broom etc.

Introduction:

Activity 1:

- Write the initial consonants separately using different coloured markers on the white/black board e.g.
 - b, l
 - c, l
 - b, r
 - d, r
- Get the class read these consonants as phonics separately first and then together.
- Get students to join and say the sounds aloud /bl/, /cl/, /br/, /dr/ in a flow.

Development:

Activity 1:

- Prepare the white/black board with the initial blends e.g. /bl/, /cl/, /br/, /dr/ with one colour.
- Write at least five words for each consonant cluster in a word bank.
- Make pairs. Ask students to pair up with the fellow sitting beside/next to you.

- Each pair to be given one consonant cluster. They are to note down all the words that have the consonant cluster assigned to them. Each pair to try to read their word using phonics.
- They share read and try to explain the meaning in Urdu or by making drawings.

Activity 2:

- Write all the words with two different coloured markers under the initial blends that students have told e.g. **blank**, **class**, **brain**, **drink** etc.
- Encourage students to read the words individually and note these in their note books.
- Encourage students to tell the meanings of each word.

Conclusion/ Sum up/ Wrap up:

- Give more examples of words containing consonant clusters.
- Encourage students to find objects from the surroundings containing consonant clusters.

Assessment:

- Get students read correctly the words given in Ex. ii. and iii. of the textbook page 36.
- Give feedback/make corrections on the spot.

Follow up:

- Write three words each with the same consonant blends in the notebook and circle the initial blends in the words.
- Get students read the words from the display chart as a group and then do daily reading practice from the chart.

Consonant Blends

bl blends	cl blends	fl blends	gl blends	pl blends	sl blends	br blends
black blame blanket blast blatant bleach blouse blow blue blunder	clam clap clarify clay clever climb close clothes cloudy cluster	flat flimsy flip flit floating flop flower fluffy flute flutter	glad glamour glance glasses glee glide glitter global glow glue	plan platter play please plenty plug plumber plywood plum plus	slam slap sled sleeve sleigh slipper sliver slouch slop slot	bracelet brag breeze bridge bright brim broke broom brother brown
cr blends	dr blends	fr blends	gr blends	pr blends	tr blends	sc blends
crab crayon create creature credit crib cricket crow cry crew	drag dragon draw drawer dreaming dress dresser drop drowsy dry	frog from free freezer friend frighten frosting frozen fruit fry	grab grass gratitude gray greasy great grin grocery grow grueling	pray practice prankster prefer pretty pretzel pride prim prom promise	tractor trade traffic train travel tray treasure tree trust try	scab scale scandal scar scare scoop scooter score scorpion sculpture

UNIT 4: LET'S HAVE FUN

TOPIC: INITIAL CONSONANT CLUSTERS









**Duration:** 40 Minutes**Students Learning Outcome:**

- Recognize and use words that point to something this, that, these, those.

**Materials:**

- Word flashcards of pointing words.
- Ice-cream sticks or bamboo sticks pasted at the back of the flashcards.
- A display poster (as the given sample).
- Two tables.
- Some books, a few pencils, a bag, a glass, a lunch box, a water bottle, etc.

this**that****those****these**

This Singular For example: I like <u>this</u> apple.	 	That Singular For example: I like <u>that</u> apple.	 
These Plural For example: I like <u>these</u> apple.	 	Those Plural For example: I like <u>those</u> apple.	 

Sample Poster



Information for Teachers:

- The words **this, that, these, and those** are **demonstrative pronouns**.
- The demonstrative pronouns are used instead of a noun phrase to indicate distance in time or space in relation to the speaker. They also indicate grammatical number – singular or plural.
- The near demonstrative pronouns ‘this and these and the far demonstrative pronouns, that and those, should be displayed in the classroom as sight words.

Introduction:

Activity 1:

- Hold the flashcard pointing towards the near objects e.g.
This is a table. This is a book. This is a pen. This is a marker.
- Now point to the far objects e.g. that is a window. That is a poster. That is a soft board. That is a door.
- Do the same with plural objects using ‘these’ and ‘those’ flashcards.
- Explain to students that we use ‘this’ to talk about the near objects and ‘that’, to talk about the far objects and for plural/more near objects we use these and for plural/more far objects we use the word those.

Development:

Activity 1:

- Place two tables in front of the classroom at a distance.
- Put different items on both of the tables like books, bag, pencils, glass, etc.
- Some things should be single and others should be more like, put 1 bag, 3 books, 5 pencils, 1 bottle etc. to give the idea of singular and plural/many.
- Invite volunteers to both tables and give them turns to point the items/things and say a sentence about each item like, this is a bag, these are books.
- Pointing to the objects placed on far away table say.... those are books. Those are pencils, etc.

Activity 2:

- Write the pointing words on the board.
- Ask students to make sentences of pointing words in notebook using the objects from surroundings.
- Instruct students to keep in view the singular or plural objects before using pointing words in sentences.

Conclusion/ Sum up/ Wrap up:

- Recap the function of pointing words giving a few examples from the surroundings.
- Encourage students to use the pointing words for singulars and plurals properly.


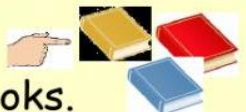

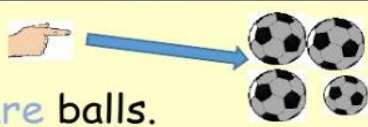
Assessment:

- Ask students to do exercise on page 39 of the textbook.
- Give feedback/make corrections on the spot.











Follow-up:

- Do exercise of “These” and “Those” on textbook pg. 50.
- Make sentences using the words, this, that, these, those in notebook.
- Do the practice worksheet.

Practice Worksheet

Singular	plural
<p>This </p> <p>This is my bag</p>	<p>These </p> <p>These are books.</p>
<p>That </p> <p>That is my pencil.</p>	<p>Those </p> <p>Those are balls.</p>

Choose the right word:

- 1- This That is my brother. 
- 2- This That is my teacher 
- 3- This That is a blue pen. 
- 4- This That cat is brown. 
- 5- This These are my friends. 
- 6- These Those are chairs, 
- 7- These Those are apples 
- 8- That Those is a duck. 
- 9- This That is a goat. 
- 10- This That fish is happy. 

UNIT 4: LET'S HAVE FUN

TOPIC: CONSTRUCTING SENTENCES

**Duration:** 40 Minutes**Students Learning Outcome:**

- Show a series of actions in a picture by writing action verbs, construct simple sentences of three/four words using correct capitalization, punctuation and spelling.

**Materials:**

- Pictures (can be cut outs from newspapers or magazines showing actions)
- Picture from the textbook page no. 40
- Chart of action words e.g. run, read, eat, write, draw, play paint, drink, walk, sit, stand, sleep etc.
- A chart of capitalization and punctuation to display in the classroom for oral drill.

**Sample display pictures****Information for Teachers:**

- Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command.
- A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.
- Action words, or action verbs, simply express an action. The action is something the subject of the sentence is doing.
- It includes sleeping, sitting, working, etc. so even though there is no movement, there is still an action.



- A capital letter is used for the first word of a sentence and for all proper nouns (words that name a specific person, place, organization, or thing).
- Punctuation fills our writing with silent intonation. We pause, stop, emphasize, or question using a comma, a period, an exclamation point or a question mark. Correct punctuation adds clarity and precision to writing; it allows the writer to stop, pause, or give emphasis to certain parts of the sentence.

Introduction:

Activity 1:

- Show the visuals/pictures from textbook page no. 40 to the students and ask:
 - What is the girl doing?
 - What is the boy doing?
 - What are mum and dad doing?
 - What do you like to do in your free time?

Development:

Activity 1:

- Play the game and draw students' attention towards the action words they have followed, e.g. stand, sit, clap stamp etc.
- Explain students that all these words are action/doing words and they are also called verbs.
- Encourage students to add as many action words as they know already.

Simon Says (It is a very common game, usually teacher becomes Simon but students can also take the role. The rule is that you have to say, Simon says stand up. The whole class stands up, Simon says, clap your hands, Simon says stamp your feet, but if you do not say Simon says and just give the command and say sit down, stand up etc. the ones who do that action will be out of the game, so say the action words quickly to make it more interesting.)

Activity 2:

- Draw students' attention towards the capitalization and punctuation mark i.e. the full stop.
- Explain students that we follow some writing rules to write a sentence, the first word of every sentence is capitalized, signaling that a new sentence has begun.
- We put a full stop at the end of the sentence to show the sentence is finished.
(Proper nouns – the name of a particular person, place, or thing – are capitalized to indicate uniqueness.)

Activity 3:

- Do the following exercise on the board.
- Write the words in correct order, using punctuation marks to make sentences.
- Take students' responses to write correct sentences.

eats bananas she

(She eats bananas.)



sings he songs	(He sings songs.)
zara with her doll plays	(Zara plays with her doll.)
run I fast	(I run fast)
share our lunch we	(We share our lunch.)

- Circle the action words in the above sentences:

Conclusion/ Sum up/ Wrap up:

- Recap the rules for punctuation for students' understanding.
- Ask students to tell which punctuation marks are used in a sentence.

Assessment:

- Write a few sentences on the white/black board without capitalization and punctuation e.g.
she reads a book he rides his bike they play cricket
- Explain students to think like a doctor and checkup the sick sentences and treat them right referring to capitalization and punctuation.
- Point to the action words again.

Follow up:

- Do textbook exercise D, i, ii, and iii 'Writing' page no. 40
- Write five action words from the book.
- Copy sentences from the textbook and highlight correct capitalization and punctuation.

UNIT 4: LET'S HAVE FUN
TOPIC: ARTICLES**Duration: 80 Minutes****Students Learning Outcome:**

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

**Materials:**

- Objects from surroundings
- Chart paper
- Colour pencils/crayons

Information for Teachers:

- 'a' and 'an' are called Indefinite Articles.
- These are used to refer to a noun for the first time or non-specific.
- The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.
- Indefinite articles are used before a (singular) noun to define it as something non-specific. We do not use Indefinite articles before plural nouns and proper nouns.
- 'an' is used before a singular noun starting with a vowel sound. 'a' is used before a singular noun starting with consonant sound.
- A vowel is a speech sound that is produced when the air flows out through the mouth without being stopped (by the vocal organs).
- In some nouns the beginning letter is consonant but it produces consonant sound so 'an' is used before those nouns. For example: an honest man, an honor, etc.

Introduction:

- Show a pen in hand and write on the board a pen.
- Then show a key and ask: What is this? Help them answer a key.
- Write a key on the board.
- Then show a book and ask: What is this? Help them answer a book.
- Write a book on the board.
- After this point to your eye and ask: What is this? And answer yourself, an eye.



- Write an eye on the board.
- Then, point your ear and ask: What is this?
- Help the class answer, an ear. (paper or cards can be used to write a pen, a key, a book, an ear, an eye to display on the board)
- Then, point to the board and ask the following questions one by one and get students' answers:
 - How many pens are there?
 - How many keys are there?
 - How many books are there?
 - How many eyes are there?
- Now ask students to think and guess the meaning of 'a' and 'an'. (both means one)
- Then underline the first letter of each noun.
- Ask some students to say the first sound of the nouns. Recall the concept of consonants and vowels.
- Make students practise saying the sounds of a, e, i, o, u.
- Tell them that these letters always make vowel sounds. Make them say and feel that air comes freely out of the mouth.
- Make the students say some consonants. Make them say and feel that there is some stopping of air somewhere in the mouth.
- Point to the work on the board and explain that:
 - We use 'a' if the beginning sound of the noun is consonant.
 - We use 'an' if the beginning sound of the noun is vowel.

Development:

Activity 1:

- Write the topic on the board: a, an (Articles)
- Tell the class that these two little words a and an have a special name that is Articles. Both a and an means one.
- Now ask, and help them understand and answer:
 - What are the 2 little words on the board? Answer: a and an.
(Ask this question from at least 3 students)
 - What is the meaning of these 2 little words a and an? Answer: one
- Then ask the following question and help them understand and answer:
What is the name of these 2 little words? Answer Articles.
- Make sure that the students understand these 2 new little words and their name.
- Then explain: Articles are little words that come before names (nouns). We can find these little words before single/one name (noun).

Activity 2 :





- Ask students to open textbook page 58.
- Read the story "Blessings of Allah" for the students and help them find these 2 little words (a and an) with single noun.
- Ask the students:
What did you find? (the answer is a basket and a corner).
- Write the answer on the board and ask:

- What is the little word/article? Answer: a
- What are the names/nouns? Answer: basket and corner
- Encourage the students by clapping on finding these little words with nouns.

Activity 3:

- Prepare a chart for the story before the class starts.
- Write topic, story name and draw the table.
- Start by telling the name of the story.
- Display story chart paper in the class and continue the story.

Once upon a time there were twin brothers. One named 'a', and one named 'an'. They both wanted to come before single names. So, they used to fight a lot. One day their elder brother, 'the' got an idea to stop their fight. He gave all the names starting with consonant sound to 'a' and all names starting with vowel sounds to 'an'. 'a' and 'an' liked this idea and never fought again.

	<p>A All single names are mine!</p>		<p>An No! All single names are mine!</p>
<p>a</p>		<p>an</p>	
<p>I have all names starting with consonant sounds! But I don't want special names/proper nouns.</p>		<p>I have all names starting with vowel sounds! But I don't want special names/proper nouns.</p>	
<p>a girl, a cup, a bird, a pen, a room, a toy, a fan</p>		<p>an ant, an egg, an ice cream, an owl, an uncle</p>	

- Ask, how was the story? Then ask:
 - Who got names starting with consonant sounds? (Answer ;a)
 - Who got names starting with vowel sounds? (Answer an)
 - What do A and An both do not want? (Answer; Proper Nouns/special names)

Activity 4:

- Make groups or teams according to the class strength.
- Write team names on the board in columns.
- Ask a member from the groups/teams on turn to look around and write any singular noun with 'a' or 'an' on the board.
- Count one mark for each correct answer. No marks for repeated noun.
- Group/team with high marks will be the winner.

Conclusion/ Sum up/ Wrap up:

Make the students sum up the use of articles "a" and "an" as per their understanding. Encourage the students to give a few examples from the surroundings.

Assessment:

- Write some of the following on the board.



- Call a few students randomly to encircle the right article a/an for the names/nouns.
- Give feedback/make corrections on the spot.

1. a an pot	6. a an carrot
2. a an arm	7. a an orange
3. a an apple	8. a an shop
4. a an book	9. a an eye
5. a an ear	10. a an spoon

Follow up:

Do textbook pg. 39.

UNIT 4: LET'S HAVE FUN
TOPIC: ARTICLES**Duration: 80 Minutes****Students Learning Outcome:**

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

**Materials:**

- Chart papers
- Colours

Information for Teachers:

same as given in LP 17 (a)

Introduction:

- Ask the class to listen carefully for this game.
- Say some nouns present in the class.
- Ask the students to jump on the noun beginning with vowel sound and clap once on the noun starting with consonant sound. (Word Bank: book, door, eraser, pencil, desk, chair, ant, eye, notebook, bag, ear, elbow, fan, etc).
- Write any 3 of the class objects on the board with some numbers. For example: four book, six chair, two eraser.
- Explain that these are now more than one which means plural.
- Ask the students to think what is missing to make them plural.
- Make the students think and add 's' at the end of each noun to make them plural.

Development:**Activity 1:**

- Ask the class to open textbook pg. 64 part vii.
- Make the students read and understand the rule of not to use 'a' or 'an' with plural nouns.
- Help them do the exercise.
- Make corrections on the spot.



Activity 2:

- Guide the students to learn that most nouns become plural by adding 's' at the end.
- Write singular nouns on the board and call the students on turns for writing the plurals and drawing pictures on the board.

Singular (one)	Plural (more than one)
an apple	
a turnip	
an onion	
an apricot	
a brinjal	
a pineapple	
a carrot	
a watermelon	
a cucumber	

Conclusion/ Sum up/ Wrap up:

- Help the students understand and say:
 - Plural nouns do not take 'a' or 'an'.
 - Recap no use of 'a' and 'an' with plurals.

Assessment:

- Ask students to open textbook pg. 64.
- Make them recall the rules and do the exercise viii on their own.
- Give feedback/make corrections on the spot.

Follow up:

- Write a/an in notebook for the following words:
roads, balloon, pineapples, desks, computer, paper

UNIT 5: SHARING IS CARING

TOPIC: CATEGORIES OF ACTION AND NAMING WORDS

**Duration:** 40 Minutes**Students Learning Outcomes:**

- Recognize the different categories of some:
 - Simple action words
- Naming words e.g. animals, fruits, vegetables, parts of body, objects, colours, shapes, size, in pictures, classroom, at home and in immediate environment.

**Materials:**

- A toy box/paper bag/basket with plastic animals, fruit, vegetables and shapes.
- Students' belongings in a classroom like pencils, rulers, crayons, water bottle, book, pouch, hair clip, eraser, etc.

Information for Teachers:

- A naming word is the name of a person, place, object, etc.
- Every object, place and person has a name. It is called "Naming Word".
- We can find different objects, shapes, colours, fruit, vegetables, persons, etc.
- An action word shows action.

Introduction:

- Show the students different fruit, vegetables, shapes, etc. and ask their names to reinforce their prior knowledge.
- Explain to them that things around us, e.g. fruit, vegetables, animals, colours, shapes and people have names. Names (the words that refer to names) of everything are called naming words.
- Explain the words run, jump, fly etc. refer to the action/doing words.
- Ask students to do different actions like clap, sit, stand, jump, hop,
- Do different movement/actions with different toy animals like jumping, hopping, flying, climbing, swimming, sitting, etc.
- Show toy animals to students and move them like running, and ask, 'what is the tiger (or whatever animal it is) doing?'
- Encourage students to repeat the animal name and movement.



Development:

Activity 1:

- Invite students to come in front of the class voluntarily to do some simple actions.
- Ask rest of the students to guess and name the action.
- Involve all students in the activity to clarify the concept.
- Give different instructions to the students one by one by whispering in their ears to act like a bird and fly, act like a fish and swim, act like a teacher and teach, act like a doctor and check-up a patient, etc.
- Encourage students to repeat the action and name the action word.
- Write some simple naming and action words on the board.
- Take students' responses to check their understanding of the concepts.

Activity 2:

- Show students different objects and ask them to name them one by one.
- Then, ask the students to tell the colour of each object.
- Display some colour flashcards on the board and tell the names of different colours to the students.
- Ask students to open the textbook pg. 47.
- Make them recognize and name the colours.

Activity 3:

- Draw some shapes, square, circle, triangle, etc. on the board or display the flash cards on the board.
- Tell the names of the shapes one by one to the students.
- Encourage the students to find objects in the classroom having any of the shapes which they have read about.
- Ask the students to open textbook pg. 48.
- Guide them how to do the activity.
- Assign it as an individual task.
- Supervise the activity and help students where required.

Conclusion/ Sum up/ Wrap up:

- Take a ball and toss it to a student who upon catching the ball, names an object and the initial sound.
- Then, ask the student to throw it to another student who does the same.
- Ensure that each student gets a turn as the ball is passed on only once to each student.

Assessment:

- Make a word bank of naming words and action words on a chart paper (before the class starts).

Naming words	Action words
Boy	fly
Bee	hop
Butterfly	run
Bird	jump



- Prompt students to identify and match the action word that goes with the naming word.
- Encourage them to match action words with more than one naming words e.g. bird, bee, butterfly (fly) frog, boy, rabbit (jump)

Follow-up:

- Find out objects having different shapes in surroundings, i.e. home, garden, playground, etc.
- Write the names of objects and their shapes in the notebook.
- Re-read the lesson and encircle all action words.
- Underline all naming words found in the lesson.

UNIT 5: SHARING IS CARING

TOPIC: LETTERS AND SOUNDS

**Duration:** 40 Minutes**Students Learning Outcome:**

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

**Materials:**

- Charts of 'un', 'at', 'en' words
- Small letters flashcards a-z
- Board markers/chalks of any two colours

Information for Teachers:

Revise the phonics with students every day as oral drill or in circle time. First 10-15 minutes of English lesson should always be spent as circle time or oral drill in grade 1. It helps young learners to recall and retain the letters and especially phonics. (the sounds of letters)

Introduction:

Activity 1:

- Involve all the students in oral drill of letters and phonics.
- Stress on the phonics/sounds of vowels a...a...apple, e...e...egg, i...i...inkpot, o...o...orange, u...u...umbrella.

Development:

Activity 1:

- Get students ready for the rapid fire. Show random small letters flashcards one by one and ask the sounds as rapid fire.
- Take notice of the incorrect sounds and correct them politely.

Activity 2:

- Prepare the white/black board with one coloured marker as shown:

un at en
un at en
un at en
un at en



- Encourage students to tell a phonic/letter to form a word with each ending sound e.g. **bun**, **fat**, **men** etc.
funmat **hen**
buncat **pen**
runrat **ten**
sunfat **men**
- Write the letters before each ending sound that students are guessing, helping them to say appropriate letter that forms a meaningful word.
- Encourage students to read all the words and recognize that as letter of word changes the sound also changes and the as we change the sound and word both change.
- Same is the case with h, c, m, t, and p in the following words: **hat**, **cat**, **mat**, **ten**, **hen**, **pen** etc.

Conclusion/ Sum up/ Wrap up:

- Make the word web of /at, /in, and /op words in the notebook, match the letters and read.

Sample:

h		b
m		t
top	f	in
pp		

Assessment:

- Read part ii of exercise A page no. 45 of the textbook.
- Ask the students to identify the initial sound of each word and notice the change of sound.
- Give feedback/make corrections on the spot.

Follow up:

Learn spelling of words from word web.

UNIT 5: SHARING IS CARING
TOPIC: MASCULINE FEMININE**Duration:** 40 Minutes**Students Learning Outcome:**

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

**Materials:**

- Chart paper
- Glue
- Cut outs of masculine and feminine pictures

Information for Teachers:

- Masculine nouns are words for men, boys and male animals.
- Feminine nouns are words for women, girls and female animals.

Introduction:**Activity 1:**

- Demonstrate the activity ‘introduce yourself’ saying, I am a girl/woman. My name is _____. Or, I am a boy/man. My name is _____.
- Invite students to introduce themselves in the same way one by one.
- At the end get the boys (male students) to clap for the (female students) girls and vice versa.
- Draw students’ attention towards the words, male and female.
- Show the play cards/flashcards to the students and make them read the words aloud.

Development:**Activity 1:**

- Explain to the students that masculine and feminine nouns represent male and female gender e.g. boy, girl, man, woman, uncle, aunt, cow, bull, etc.
- Take names of the people present in the school premises e.g. head mistress/master and show the play cards/flashcards of **male, female, he, she** and tell to the students to raise their thumbs up, upon showing the correct card and thumbs down on the incorrect,
- Ask questions: Is she/he a male or female? Ask for teacher, gate keeper, sweeper, nanny etc.



Activity 2:

- Write the following headings on the chart paper in order to make a poster:

Gender

Male Female

- Arrange for your own stock of picture cut outs.
 - Share the cut outs with the students in groups or pairs.
 - Ask students to paste the pictures under these headings one by one.

Conclusion/ Sum up/ Wrap up:

- Recap for students what masculine and feminine are.
- Take examples from students.

Assessment:

- Ask students to read Exercise no. 3 (Grammar) textbook page 49 part ii.
- Make the students match the masculine nouns to the feminine nouns.
- Give feedback/make corrections on the spot.

Follow-up:

- Match masculine nouns to feminine nouns.
- Learn masculine and feminine.

Match the following masculine nouns with their feminine ones:

tiger	vixen
cock	sow
lion	doe
peacock	cow
gander	tigress
stallion	hen
buck	lioness
bull	goose
fox	peahen
boar	mare

Unit 5: Sharing is Caring

Topic: Naming Objects

**Duration:** 40 Minutes**Students Learning Outcome:**

- Write appropriate naming and action word(s) to identify an object or an action in a picture.

**Materials:**

- Flashcards of naming and action words.
- Paper/re-useable shopping bag.
- Board marker/ chalk.

Information for Teachers:

- Make a naming and action words mystery bag using the above-mentioned flashcards. Try to have pictures or real objects or toys for each of the naming words you have selected for the mystery bag.
- Make the action mystery bag with the flashcards of basic action words easy to read and write.
- People, animals, places and things have names. They are called naming words or nouns e.g. boy, park, toy, cat etc.
- The words that refer to an action are called action words or verbs, e.g. sit, run, read, or write etc.

Introduction:**Activity 1:**

- Give examples of names, things, animals, places.
- Ask them to name any object found in different setting e.g. classroom, kitchen, ground, park, road etc.
- Play the game ‘mystery bag’ with the students.
- Have the naming flashcards displayed on a table.
- Ask students to pick a toy or a picture flashcard from the bag.
- Tell students to name the toy or picture they have pulled out of the bag.
- Ask them to match the names flashcard (teacher can help in reading) that matches the picture or toy.



Development:

Activity 1:

- Repeat the same game for the actions mystery bag.
- Ask them to pull out the action word flashcard, read it and then do the action which is written on their card.

Activity 2:

- Write nouns/naming words and verbs/action words on the white/black board in two columns and the students will match/put their cards under the correct heading.

Activity 3:

- Ask students to open textbook and look at the picture given on page 51.
- Ask the names of people, place, things and animals in the picture.
- Remind students to look at each and every thing present in the picture carefully and raise their hands to give answers.
- Then ask the students:
 - What are the boys and girls (shown in the picture) doing?
 - What are the animals doing?
- Write the naming and action words on the board in a random order.
- Get students to write any four naming and action words on their books page. 52 under the correct column.

Conclusion/ Sum up/ Wrap up:

Explain naming and action words for students using more examples from the surroundings.

Assessment:

Get students to tell the names of 5 things from the classroom and 5 actions which are happening in the classroom.

Follow up:

- Re-read the lesson.
- Write in notebook at least 3 naming and 3 action words from the lesson.
- Use the words in sentences of your own.
- Put a chart/picture on the soft board for students to identify naming and action words and write a few every day words.

UNIT 6: BLESSINGS OF ALLAH

TOPIC: WORDS AND SOUNDS

**Duration:** 40 Minutes**Students Learning Outcome:**

- Identify words that begin and end with the same sound.

**Materials:**

- White/black board
- Board marker/ chalk
- Letter cards (Aa, Bb, Cc, etc.)

Information for Teachers:

- Beginning and ending sounds can be taught to the students through involving them in many fun activities e.g. asking them to say the tongue twisters or alliteration of the same beginning sounds as well as ending sounds.
- Alliterations or Tongue twisters: These are the words with the same beginning sound. These helps improve concentration and pronunciation as well as memory recall of learnt vocabulary. Some examples are:
 - **Big brown bears buy bread in a blue box**
 - **Six sad sheep sleep**
 - **Five funny frogs**
- Vowels have different sounds e.g. apple and apricot, angel etc. Similarly avoid hard and soft Cc, Gg.

Introduction:

Activity 1:

- Sing the song, A is for apple, a...a...apple, B is for ball, b...b...ball, C is for cat, c....c...cat, etc.
- Explain to the students that a tongue twister is a sequence of words or sounds which is difficult to say because of similar beginning sounds.
- Get students involved in saying the tongue twister after you (the teacher) a bit quickly.
 - **Four fresh fried fish for you.**
 - **Peter Piper picked a peck of pickled peppers. ...**



- Explain that at times the phrases or sentences do not make much sense but is a fun way of learning and saying new words.
- Ask students what they have noticed about these tongue twisters.
- Explain to the students that the words start with the same letter have same beginning sound.
- Tell them that the words that end with the same letter have same ending sound.

Development:

Activity 1:

- Draw 2 columns on the board.
- Write random words with same beginning sound letters.

sun	fish
bat	sand
fan	goat
dog	carrot
egg	duck
cat	basket
grass	envelop

- Ask students to find out the same letter sound and say the words e.g. /a/ sound in each word.
- Draw lines on the board to match them after students have identified.

Activity 2:

- Divide the class into groups of four or five per group.
- The number of groups may depend on the class size (number of students in the class).
- Give each group a letter of the alphabet.
- Choose letters that have the most number of vocabulary words that the students might know. e.g. Ss, Bb, Tt, Dd, Ff, Hh.
- Give them five minutes to come up with as many words as they can.
- Encourage them to write the words or draw these.
- Invite each group to present their words. The group that has come up with the most words will be the winners.

Conclusion/ Sum up/ Wrap up:

- Ask a few students to tell what they have understood about the concept.
- Encourage them to give examples.

Assessment:

- Get students to open textbook page 59.
- Ask students to read the words.
- Ask them to circle the same beginning and ending sounds in each word.
- Give feedback/make corrections on the spot.



Follow up:

Write the words under the correct headings in the notebooks.

(Remind that some words can fit into both columns e.g. fun can be with gun and in the column of f sounds)

fruit	good	mango	yellow	became	very	again	fight	red
sorry	sweet	feel	fun	carrot	you	sad	bun	bed

UNIT 6: BLESSINGS OF ALLAH

TOPIC: THREE-LETTER WORDS

**Duration:** 40 Minutes**Students Learning Outcome:**

- Read aloud three-letter words with a reasonable level of accuracy in pronunciation.

**Materials:**

- Chart paper to make flashcards/poster

Information for Teachers:

- There are many three-letter words which are easy to teach through phonics or sounds of letters using the CVC pattern i.e. consonant – vowel - consonant
- On the other hand many two or three letter words have to be taught through names of letters as these do not follow the simple sound patterns of English e.g. **you, the, one, all, day, eat, she, her, are, how, we, was, why, how, he**, etc. These words are called sight words.

Introduction:

- First write the following three-letter words with short vowel sounds on the white/black board from the story 'Blessings of Allah': **sad, pen, bug, red, not, fun, him, met, has**.
- Encourage students/volunteers to read these words by saying phonics, e.g. s-a-d, p-e-n,
- Read the words using phonics and make students read after her with accurate pronunciation as a group.
- Ask students to read as a group themselves.
- Practise these 5 CVC words daily to enhance students' phonics blending and reading fluency.

Development:

Activity 1:

- Write the sight words on the board.
- Invite volunteers to read the words.
- Read the sight words with accurate pronunciation.
- Make the students repeat as group reading.
- Remind them to see the letters in the words as a complete unit as these letters do not follow the regular spelling or sound patterns, e.g. 'you' begins with y which has a *yeh* sound.
- Make students read the words.



Activity 2:

- Get students read three-letter words from textbook page 60 exercise ii.
- Make a drill of words with the students.

Conclusion/ Sum up/ Wrap up:

Get students read the words from the display chart as a group.

Follow-up:

- Encourage students to read the sight words from the book and circle all the three-letter words.
- Make students read three-letter words from display chart daily during the circle time.

UNIT 6: BLESSINGS OF ALLAH

TOPIC: REARRANGING WORDS TO FORM SENTENCES

**Duration:** 40 Minutes

Students Learning Outcome:

- Recognize and practise that words combine to make sentences.



Materials:

- Chart paper (for making flashcards)
- Marker (for writing flashcards)
- Empty old shoe box/old basket

Information for Teachers:

- **Sentence structure:** A meaningful sentence is when the subject (noun) and the verb (action or being word) and the predicate (information about the noun/subject) is written in correct order.
- **Jumbled sentence strategy:** When words are not written in the correct order. Since the students are learning about sentence structure, ensure that the first word of a jumbled sentence is capitalized to make the students identify the first word of the sentence.

Introduction:

Activity 1:

- Make flashcards of some simple words, e.g. **apple, with, me, friends, They, fights, fruits, is, are, talking, of, He, makes, were, each, other** and a **full stop** on one card.
- Recall the punctuation rules in a sentence asking/telling to the students about capitalization and full stop.
- Invite another team of 4-5 students and ask them to think critically and choose some flashcards to create a meaningful sentence each.
- Explain to the students to arrange the cards in correct order to form a sentence with proper capitalization and punctuation e.g. **'He fights with me.'** **'They are friends.'** **'They fight with each other.'** **'He makes fun of me.'** **'They were talking to each other.'**
- Read out the above sentence so that they know how to put them in order but do not write on the board. Repeat twice so that they know the sentence by heart.
- Ask another group of 3-4 students to read and check the capitalization and punctuation of the sentences.
- Check the sentences and make corrections, if required.



Development:

Activity 1:

- Put the flashcards in the shoe box/basket.
- Invite a team of 5-6 volunteers to pick a card and read the word.
- Explain to the students to show the words to the class and pronounce the words loudly one by one.
- Make corrections, where required.

Activity 2:

- Get students read the words from textbook exercise iii on page 60 and arrange them to make sentences.
- Check the capitalization and punctuation while students write the sentences in correct order.
- Invite volunteers to read out their sentences loudly to the class.

Conclusion/ Sum up/ Wrap up:

Recap what a sentence is and how we rearrange a sentence.

Assessment:

Write some random words on the white/black board and ask students to make oral sentences with those words, e.g. am good boy i, friends, girl, are we, like eat to apples, etc.

Follow up:

Rearrange the following sentences and write in notebook:

1. like apples I red
2. toys with play we
3. are flying birds
4. play computer on we games

UNIT 6: BLESSINGS OF ALLAH
TOPIC: PARTICULAR NAMES**Duration:** 40 Minutes**Students Learning Outcome:**

- Recognize that people and places have particular names.

**Materials:**

- Chart paper (for making flashcards)
- Marker (for writing flashcards)
- Empty old shoe box/old basket

Information for Teachers:

- Proper nouns are the names of particular person or place.
- Presenting material in more than one way makes it more likely that all of your students will grasp it.
- Students need more than one opportunity to practise new concepts, therefore, include as many activities as can be done in order to engage every student individually.
- Capitalization distinguishes proper nouns from common nouns.

Introduction:**Activity 1:**

- Demonstrate by introducing herself/himself e.g. ‘My name is Fatima. I live in Lahore.
- Ask to the students to introduce themselves to the class in the same way one by one.
- Draw students’ attention towards names of persons and places e.g. Fatima, Lahore.
- Explain to the students that name of a specific/particular person or place is called a proper noun.
- Proper nouns start with capital letters e.g. **F**atima, **M**aham, **J**awad, **L**ahore, **I**slamabad etc.
- Tell students that names of days and months are also proper nouns so we always capitalize the first letter e.g. Monday, August etc.
- Explain to the students the difference of common and proper noun e.g. common noun refers to generic things e.g. the word, teacher or city are names of non-specific person and place, whereas, Fatima and Lahore are names of specific person and place, therefore they are proper nouns.



Development:

Activity 1:

- Invite students to name some cities and countries they can remember.
- Put up the map on the board so that students may take help.
- Get students to read out the names. List the names on the boards, highlight the capitalization.
- Involve all students in the activity.

Activity 2:

- Write random common and proper nouns on the white/black board e.g.
- Distribute the paper chits among students and tell them to write any five proper nouns from the board.

boy Ahmad country city Pakistan Lahore girl Maham
Islamabad man Iran woman student Quetta Karachi uncle
Zara aunt grandmother school hospital Anna Naran

- Check students' understanding and clarify the concept.

Conclusion/ Sum up/ Wrap up:

Ask the students to name a few proper nouns from the surroundings.
Recap what proper nouns are and how they are written.

Assessment:

- Say different common and proper nouns.
- Instruct the students to put their thumbs up on a proper noun and thumbs down on a common noun.
- Give feedback/make corrections on the spot.

Follow up:

- Do exercise no. 3 parts i and ii textbook page 63.
- Write 4 proper nouns in notebook (persons and places).

UNIT 6: BLESSINGS OF ALLAH

TOPIC: COMMON ACTION WORDS

**Duration:** 40 Minutes**Students Learning Outcome:**

- Physically respond to and use some common action words.

**Materials:**

- Chalk/marker
- Pencil colours
- A4 sheets (cut in halves)

Information for Teachers:

- **Action words** are doing words. An action words tell what someone or something is doing.
- When introducing, action words aim to identify simple verbs (hop, jump, eat) and for oral practice use present continuous e.g. eat – He is eating, jump-the rabbit is jumping, etc.
- Ensure that action words are not capitalized even when written as a list.
- Make a separate display wall section to display action words with pictures made by the students for the whole academic year and keep on adding more.
- Use the following websites to clarify the concept of action words and for further practice:
 - www.islcollective.com
 - www.blendspace.com
 - www.zippikids.com
 - www.shutterstock.com
 - <https://www.youtube.com/watch?v=lo2OMIGOXM8>

Introduction:

- Call any one student and ask him to do an action in front of the class.
- Ask the class to guess the action and tell the action word for that.
- Write that word on the board.
- Also write on the board what an action word is.
- Ask more examples with actions from the students (3 or 5 examples).
- The board work should like the following:
- Help the students read and understand the concept.

write	Action Words	fly
	Action words are doing words.	
eat	drink	read

Development:

Activity 1

- Write the topic (Action Words) on the board.
- Then write the following action words on the board one by one.
- Prepare a chart paper containing the pictures of different action words.
- Display the chart for the activity.
- Help the students read the words.
- Tell the meaning and ask the students to do action for the words on their turns.

Sample action words list

eat	drink	read	write	look	listen
sit	stand	walk	run	speak	sing
cry	smile	sleep	clap	jump	catch
give	take	feed	dig	lift	push
pull	talk	make	play	kick	pray
throw	blink	cough	sneeze	yawn	hide

- After discussion, assign one word to each student. Provide them each, half part of A4 sheet, having a center folding mark. Ask them to write word on half part and picture on the other half. Let them take the piece of paper home for drawing.
- Allow related picture pasting also because some students are afraid of drawing or do not like drawing at all.
- Display the students work in the class next day.

Note: These common action words will help them read the book, play games and use variety of English Action words.

Activity 2:

- Announce to the students that we are going to play a game.
- Tell them that the name of this game is “Simon Says” but we are changing name so you can give it any other name. Example: **Someone Says/ Teacher says**
- Start the game for demonstration.
- Make the class stand by the walls around desks/chairs to see everyone.
- Do action and say a small action word sentence. If it starts with “Teacher says”, only then the students will do the same action. Otherwise the students will be out of the game and back to seat.
- Every time new short action word sentence but sometimes with **Teacher says** and sometimes without saying **Teacher says**.
- Students who only follow **Teacher says** will be the winners.
- When the students understand the game, call any one of them.



- Ask each student to say his/her name and do any action (Hina says clap your hands. The action should be continuous like keep on clapping or walking on the place.)

Some sentences for this game are:

Clap your hands, close your eyes, comb your hair, close your hands, style your hair, raise your right hand, turn around, sing la la la, jump on your place, snap your fingers, right foot up, touch your chin, say bye bye, etc.

Conclusion/ Sum up/ Wrap up:

- Encourage the students to say and understand:
Doing words are action words.
- Ask some students to say and act their favourite action word.

Assessment:

- Write the following action words on the board.
- Call a few students randomly and ask them to complete the action words.
- Give feedback/make corrections on the spot.

s ____ t	p ____ ay
r ____ n	wri ____ e
____ lap	ju ____ p

Follow up:

Use the following action words in sentences of your own:

wash, play, shut, hide

UNIT 7: CLASSROOM MANNERS

TOPIC: READING LABELS

**Duration:** 40 Minutes**Students Learning Outcome:**

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

**Materials:**

- permanent marker
- wrappers/packs/boxes of some common child friendly items
- chart paper/A4 sheets

Information for Teachers:

- Select the reading material (wrappers, packs, boxes, cartons, etc.) carefully prior to the class. Keep the following points in mind while finalizing material for the class:
 - The material should be clean and in good condition.
 - The focus words on the material must be readable. It should be of size that the students easily circle or underline them.
 - It must not be related to any offensive, restricted or unethical product. For example: cigarette
 - Choose large packs because they will have larger writing.
 - Take the part of packs/cartons where words are written (large packings cannot be displayed). The cutting must indicate the real packing size. Juice pack can be displayed as it is without any cutting.
- Take this topic as a continuous learning project. It will also cover the vocabulary of Science and Mathematics.
- Link the grammar concepts with this reading. For example: proper noun, verb, etc.
- Some suggested products: 1- or 1.5-liter milk packs, juice pack, shampoo bottle label (sachets have very small writing size), tea box, cold drink label, biscuits, washing powder, soap, toy pack/box, stationery packs (pencils, eraser, sharpeners, glue, etc.).



- Make a beautiful, shiny and long stick with a pointed star at the start of the school year. Give this stick an attractive and decent name. For example, **Magic Reading Wand** (Wand means magic stick and it is read like /w a a n d/. The magic wand must be delicate and should never be used by anyone for hitting.



Introduction:

Brainstorming: Ask the following questions from the students:

- Why do we get things from the markets/shops in packing?
 - Possible answers: for easy counting /measurement, to keep them clean and fresh, so they look beautiful, easy to keep in the shop and home, etc.
- Do we get any information on the wrappers and labels of different packings?
 - Help them think of the following: name of the thing, what is inside it, how much is inside the packing, what is it made of, where is it made?
- Discuss manufacturing date expiry date.
- Why do we need to know expiry date?

Development:

Activity 1

- Have a milk carton ready.
- Make a section on a wall for pasting wrappers, labels, pieces of cartons and packs.
- 2 chart papers for pasting words from different materials.
- Inform the students that they will read from a box today.
- Show the front side of the box and ask the students: What was in the box?
- Call some students to have a closer look and guess. Help them find milk on the box or guess that milk was in this box.
- Encircle milk on the box. Then ask: What is the name of this milk? (Hint: It is a special name/Proper noun and it is the largest size word on the box.). Then ask:
- How many milk packs were in this?
- Call some more students from the class to have a closer look to answer the question.
- Guide them to see the number and circle the number '12' on the box.
- Then point to some more words like, 'Expiry Date', Pakistan, the, house, from, by, full, cream and circle all of them.
- After having all grade 1 related familiar words encircled, pass on the box to the first student sitting on the right side. Ask the student to spell and read any circled word.



- Then keep on passing the box to the next student to spell and read a word. Let the whole class enjoy holding a box and reading one word.

Note: You may introduce the word ‘carton’ to the students. They will learn it in no time.

Activity 2:

- Make a section on a wall for pasting wrappers, labels, parts of cartons, boxes, sachets, sacks, bags and packs.
- Have 2 chart papers for pasting words
- Prepare paper or chart paper strips (10 cm broad, 15 cm long)
- Divide the students in 10 groups. Provide one different material to each group. : labels, packs, carton cuttings, etc.
- Ask the students to find the words they can read. Then underline them.
- Go to the groups to check their reading and provide strips and a marker to write the words.
- Guide the students to write one word on one strip in large size.
- Ask the groups to spell and read their words aloud for the class.
- Display words and reading material in the class.

Conclusion/ Sum up/ Wrap up:

Recap for students: Words are everywhere around us. We can use sounds to read the words. Packings, wrappers, labels, etc. provide us information.

Assessment:

- Play ‘Riddle Reading’ game with the students to assess the reading of the words learnt.
- Give turn to each student or play in a team game with scores/points.
- Ask the students the following:
 - Read a word that has _____ as the beginning sound.
 - Read a word that has _____ as the ending sound.
 - Read a word with the first letter _____.
 - Read a word with the last letter _____.
 - Read any word that has 4 letters.

(Note: Change the sound, letter and number every time)

Follow up:

- Read the words on page 71, part iii.
- Encourage the students to add in the material display on the board. Paste more words strip in the display.

UNIT 7: CLASSROOM MANNERS

TOPIC: USE OF IS, AM, ARE

**Duration:** 40 Minutes

Students Learning Outcome:

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



Materials:

- flash cards of pronouns
- objects in the classroom

Information for Teachers:

- The helping verbs is, am, are tell us about person, place or thing in the present (tense), now
- am: when you are speaking about yourself; Use am with I. I am
is: when you are speaking about one; Use is with he, she and it or a single person or a thing
i.e. Sara (person) or pencil (thing)
He is She is It is
are: when you are speaking about more than one thing or person Ahmad and Ali (persons)
pencils (plural) or second person (you)
Use are with you, we, they.
You are We are They are (you can tell about one or more than one)
- Always write I capital for ourselves.
- Do one-time translation of some sentences to explain that these helping words talk about present tense.

Introduction:

- Recap with the pronouns **I, you, we, they, he, she, it** using flash cards and calling up individual and groups to demonstrate this.
- Remind that he, she is used to refer to gender and it is used for non-living things/objects or animals (where the gender is unknown).
- Draw 3 hands on the right-hand side of the board. Write **is, am, are** on the palms.





- Inform the students that **'is'**, **'am'**, **'are'** help in making sentences. So we call them helping verbs. But they make sentences with their friends only. Let's write the names of their friends.
 - **'is'** makes sentences with he, she, it, this, that. And **is** likes to come with one/singular nouns/pronouns. (write these on fingers)
 - **'are'** makes sentences with you, we, they, these, those. And **are** likes more than one/singular nouns/pronouns (write these on fingers)
 - **'am'** only makes sentences with I (Write I on a finger.)
- After this erase the names of the friends from the fingers. Call some students to say and write the names of friends. Encourage the correct answers.
- Keep the hands on the board for the next activity.

Development:

Activity 1

- Write the following sentences on the board.
- Ask the students on their turn to fill it.

Q. Use the right helping verb (is, am, are)

1. We _____ friends.
2. It _____ my English book.
3. You _____ right.
4. She _____ happy.
5. I _____ brave.
6. You _____ happy.
7. The board _____ black.
8. These _____ my colours.
9. He _____ my brother.
10. I _____ a student.

Activity 2

- Give one helping verb from **is**, **am** and **are** at random to the students.
- Then ask:
 - What are "is/ are/am" used for?
 - Make a sentence of is/am/are.
 - Ask the class not to repeat any sentence.
 - Give turn to all the students.

Conclusion/ Sum up/ Wrap up:

Ask students to recap the use of helping words (is/are/am) without taking help from the board.

Assessment:

- Write a few of the following sentences on the board.
- Call a few students randomly.
- Ask students to encircle the correct helping verb.



1. This _____ my home.	is	am	are
2. I _____ a doctor.	is	am	are
3. She _____ my mother.	is	am	are
4. We _____ winners.	is	am	are
5. Those _____ sweet mangoes.	is	am	are
6. It _____ sunny today.	is	am	are
7. Imran _____ shy.	is	am	are
8. I _____ sleepy now.	is	am	are
9. These apples _____ red.	is	am	are
10. Your dress _____ clean.	is	am	are

Follow up:

- Do textbook page 74, part iii and page 75 part iv.
- Make helping verbs on paper hands for class display.

UNIT 7: CLASSROOM MANNERS
TOPIC: DESCRIBING WORDS**Duration:** 80 Minutes**Students Learning Outcome:**

- Use some describing words showing quality, size, and colour.

**Materials:**

- Chart paper
- Colour markers
- Objects in the classroom

Information for Teachers:

- **Describing words** (also known as adjectives) give details/information about someone or something, example the size, shape, quality, color, number, etc.
- Teach only 2 types of describing words in the introductory lesson. Then build on the base gradually so they do not mix up the main concept.
- Help the students differentiate among verbs, nouns and describing words through class displays. Keep revising and adding more words according to grade level.

Introduction:

- Pretend as you have lost something, for example, purse/hand bag, etc.
- Enter the class without a handbag.
- After greetings, make a worried face and say, “I lost my handbag”.
- Some students would ask in Urdu, What does it look like? Help them say this question in English. Also tell by asking them: What did it look like? Can you describe it?
- If they tell you the details encourage them. (the students always quietly observe teachers, their behavior and their belongings so they can give good details)
- Then tell details: It is small. It is brown. It is soft. It has a long strap. It is heavy. It is rectangular shape. (OR tell details according the lost thing)
- Then make a relaxed face and inform that you just remembered that you had put it in a safe place somewhere.
- Now ask: What was missing? Let’s try and describe it by giving words about what it looked like (Take students answers)
- Write and draw a purse on the board.
- Now ask: What did you ask me about the purse? (Take answers from all the students who raise hands to answer)
- Now write the words around the circle. The words will be shape, size, colour, quality, etc.
- Ask: What is a purse? (Help them think and say that it is name or noun)

- Now point to the words around them and tell these are details for this noun/name.
- Ask for some examples where we need details about someone or something.
- Make them understand that we need details in our life for so many things. For example, at tailor’s shop, at doctor’s clinic, at police station, at school, at home, at shop, etc.
- Help them understand that you were describing a noun. And the words used for describing a noun are called describing words.
- Tell them that describing words give details about nouns.

Development:

Activity 1

- Have a chart paper ready with definition and table headings (only yellow and orange box).
- Leave the rest part empty for students’ work. This filled chart is an example for you. The sequence will be different when the students will write on this chart.
- Try to have more words with some pictures by the students.

Describing Words
give details
about someone/something (noun)

shape	size	colour	quality/ feel	number
round	tiny	red	nice	one
circle	small	blue	beautiful	two
square	large	green	angry	three
rectangle	big	pink	happy	four
	medium	purple	active	five
	tall	black	sad	six
	short	white	slow	seven
	thin	brown	fast	eight
	heavy	grey	smart	nine
	fat	silver	cute	ten
		golden	Kind	many
		colourful	shy	some

- Paste the chart on a wall or on the board.
- Help the students read, understand and learn the definition (in yellow box).
- Then make them read the details types (shape, size, colour, quality, number) we may have for any noun.
- Call students for examples. First listen to their examples then ask them to write on the board or the chart paper. The teacher will help in writing the spellings. All adjectives must start with small letter.
- Allow the students to get help from the English book. The book has many adjectives.
- Appreciate the students for writing/coming up with so many adjectives. Clap for the class.

- Tell the class that we will add more words in this **Details Bank**. Call this Details Bank because they will use words for different activities from this bank and they will add more to it.

Activity 2

- Inform the class that it is the time to use the **Details Bank**.
- Make students to think of a noun.
- Then ask them to make a sentence about it using a word from the bank.
- If the students make sentences with a describing word other than the bank, then add that new word to the bank.
- Encourage them to make sentences about nouns (person, place or thing) in the class and school. So they really see and tell by making connections with every day examples.

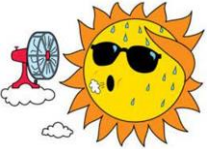



Conclusion/ Sum up/ Wrap up:

Recap the types of details with one example each: shape (circle), colour (pink), size (small), quality (nice), number (five)

Assessment:

- Write the following picture names and describing words on the board.
- Call a few students randomly.
- Ask students to encircle the correct describing word for each picture name.

Q. Circle the **Describing words**.

sun	fan	hot	
cake	four	candles	
red	eat	apple	
girl	toy	soft	

Follow up:

- Do textbook page 75, part v and vi.
- Use describing words for objects in classroom.

UNIT 7: CLASSROOM MANNERS

TOPIC: LISTING ITEMS

**Duration:** 80 Minutes**Students Learning Outcome:**

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

**Materials:**

- A4 sheets
- Stapler/UHU stick
- Picture flash cards of parts of body
- Picture flash cards of food
- Picture flash cards of clothes

Information for Teachers:

- **Listing** is categorizing items, objects and words according to similar characteristics e.g. list of nouns, lists of animals, lists of wild animals, OR list of verbs/action verbs in the kitchen, list of items in the classroom etc.
- Listing is very helpful in reading and writing.
- Listing is helpful in organizing information and helps us in life by making lists of things to do or categorizing **SIMILAR CATEGORIES** for easy recall/remembering
- Use textbooks and storybooks for asking students to make lists of same category. Some ideas for asking students to make lists are as follows:
 - vegetables from the market
 - units for exams/test
 - shopping
- Help the students to name the list and decorate with borders and simple pictures. Display students' lists with their names.
- List may or may not be numbered. e.g. some might be just with bullet points.
- Except proper nouns/special names words are usually not capitalized in a list. There are no full stops at the end of each word in a list.
- Highlight the above points with examples of lists prepared in class during the lesson.

Introduction:

- Start the lesson by asking a question: Why do we forget to bring pencil or book to the school?

- Get students' possible answers: because there are so many things to do, short time in the morning, etc.
- Then ask how we can solve this problem. Some of the things can be checked before bedtime like check bag and put all the things needed for the school, shoes and dress ready at night time, etc.
- Guide them to think of writing it.
- Explain that when we write all the things we want to remember in short points, it becomes a list. It is quick to read, make and have a check.
- Ask for examples of list they have seen. (Some examples: list of guests, list of units in the books, lists of things to buy, list of price in the shops, list of players in a match, etc.)
- Then ask what kind of lists you can make in the class. (Get all their ideas and check for same category. Some possible answers: list of boys, list of girls, list of fast runners, list of good readers, list of well-mannered students, etc.)

Development:

Activity 1

- Inform the class that we are going to make a morning list for school.
- Draw a clipboard outline on the board.
- Then ask what we should check before coming to the school.
- Write students' answers with correct spellings and in order.
- Finalize the list and its order with the help of the students.
- Then provide one A4 sheet strip (or any other paper cut in rectangular narrow shape) to each student.
- Ask them to copy the list from the board and add pictures of brush, comb, bag, shoes, lunch etc.
- Staple or paste these lists in notebooks.

Note: Make one more list like this with the students and put up on a wall in home to check the list before leaving for the school.



Activity 2

- Divide students into groups.
- Provide each group mixed flash cards of different categories.
- Ask all groups to list all categories separately.
- Take round to supervise their work.
- Tell them that we list all items of the same category.

Conclusion/ Sum up/ Wrap up:

- Recap the following to students:



- Lists can help us remember things.
- List making can be fun.
- We can write short words and draw pictures in the lists.
- Lists are easy and quick to read.

Assessment:

Point to some objects from the surroundings.

Ask students to list/name all items for a particular category.

Give feedback/make corrections on the spot.

Follow up:

- Do textbook Unit 7, page 76, part 1(Discuss and assign as HW).
- Make a **List of Helpers** with class consent and display in the class. These helpers will help the students in learning and understanding class work.

UNIT 8: NATURE IS BEAUTIFUL

TOPIC: ALPHABETICAL ORDER

**Duration:** 80 Minutes**Students Learning Outcome:**

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

**Materials:**

- Letter and word cards
- Students' attendance register

Information for Teachers:

- Alphabetical order is also called 'ABC Order' at junior level.
- Alphabetical order (ABC order) means to arrange the words as they appear in the English alphabet.
- First letter of the words is compared to arrange the list of words in alphabetical order. For example:
 - The word *cat* comes before the word *dog* because *c* comes before *d* in the alphabet.
- If two words begin with the same first letter, we then look at the second letter to select on the alphabetical order.
For example:
 - The word *cat* comes before the word *coconut* because letter *a* comes before letter *o* in the English alphabet.
- Only focus on alphabetical order as per the first letter in grade 1.
- Take all the words in one list /set which start with different beginning letter.
- Conduct attendance register activity in this lesson.
- Make the students identify the beginning letter/ sound of each name.
- After that ask them to rearrange the names in alphabetical order as per first letter of each name.
- It is an important way of arranging information that helps the readers to easily find the required information. For example
 - Index at the back of the books shows topics in alphabetical order with the page numbers.
 - Names in a list like list of the students of grade 1, list of the teachers/employees, list of players, etc.



- Many other printed material and websites provide information topic wise in alphabetical order.
- This arrangement makes a good base of finding a required word from a dictionary. Dictionary skills make the students independent learners so they find the meanings/spellings of the new words on their own.

Introduction:

- Make 26 small letter cards from a to z (cards can also be made with chart papers, A4 sheets or any paper/card).
- Say aloud **a** to z and count all the letters. (Direct them to say in one voice with slow speed for counting the total letters. Motivate them by saying: Ready 1 2 3 start!)
- Ask students: How many letters are there in the English Alphabet? (Clap for the students who manages to count the correct number)
- Tell the students that there are 26 letters in the English Alphabet. (Guide the students to say 3 times. Then call first 26 students in front of the class. Give each of them one letter card but not in order).
- Make the students stand in a line and show their cards. (Everybody must see all the cards)
- Ask the students:
 - What are these? (Help them answer: These are 26 letters of the English Alphabet.)
 - Do you see any problem with the letters? (Take some answers in Urdu/English. Help them say: These are mixed up.
 - What should we do now? (Elicit; We need to arrange them).
- Now write the topic, Alphabetical Order on the board. And tell: Now we will stand in ABC order that is Alphabetical Order.
- Make the student with letter 'a' to stand at the left side by the wall to start a line. The next letters will come one by one to complete this ABC line in order.
- Ask all students sitting, to check ABC line and to sing the ABC song or count up to provide a tempo to the students to line up quickly. The ones sitting will also be pr.rompting to make corrections if needed. (This activity can be done one more time with the students who were sitting).
- Tell the students that arranging words in ABC order is Alphabetical order. (Help the students understand and say this sentence)
- Open textbook page 81, part ii of English textbook. Read and explain that the words are in order by their first letter).

Development:

Activity 1

- Write the following question on the board:
Circle the first letter.
- Ask students to arrange the names in alphabetical order as per first letter of words.
- Draw 2 boxes on the board with numbering 1 to 5.
- Write the names of any 5 students of your class starting with different letters and in random order (not in alphabetical order).
- Then call those 5 students to circle the first letter of their names.

- Ask the students to listen to the alphabets that the teacher will be saying out loud and stop the teacher where they hear their first letter.
- Start saying *a* to *z* all letters loudly.
- Ask the rest of the class to say stop if any student taking turn misses his/her letter.
- Ask the first student saying “stop” to write his/her name in front of number 1 and go back to seat.
- Then continue from the letter you stopped and do the same with next students. In the end their will be only one student left. That will automatically be the last word even if it is not the letter ‘z’. e.g. Aa, Bb, Ff, Hh, Ss
- Explain that we do not need to complete saying all alphabets every time. We stop when all the first letters of the given words are done.
- Help the students compare the boxes with the help of the following questions:
 - Which box helps you in finding any name quickly?
 - How does alphabetical order help us?

Activity 2

- Show the attendance register with students’ names in alphabetical order to the students.
- Put the register on a table/desk.
- Call the students one by one and ask them to find their name with the help of alphabetical order.

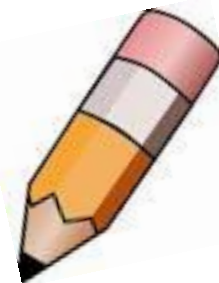
1. S ara	1. A li
2. A li	2. B ilal
3. H ina	3. F atima
4. B ilal	4. H ina
5. F atima	5. S ara

Activity 3

- Write the given words on the board.
- Call a few students randomly and ask them to tell the sequence of words as per alphabetical order.
- Remind them of looking at the beginning letter of each word first.
- Engage most of the students in the activity.

1. _____
2. _____
3. _____
4. _____
5. _____

pencil
eraser
bag
sharpener
notebook





Conclusion/ Sum up/ Wrap up:

- Recap that:
 - There are 26 letters in the English alphabet.
 - Alphabetical order means putting the words in the order of the alphabet.
 - We start arranging the words with the help of first letter and arrange them like the order in ABC or the English Alphabet.

Assessment:

- Write the given words on the board.
- Call a few students randomly and ask them to tell the sequence of words as per alphabetical order.
- Add the challenge by putting a timer or count to see who is able to quickly put the words in alphabetical order.
- Give feedback/make correction on the spot.

tap	zip	bell	monkey	jump

Follow up:

- Arrange the given words in alphabetical order. (textbook page 81, part iii)
- Make sets of word card using vocabulary from the book for alphabetical order practice games. For example: nouns, verbs, describing words, names of fruit, vegetables, animals, birds, etc.
- Encourage the students to quiz and challenge each other by giving lists to sort in alphabetical order.

UNIT 8: NATURE IS BEAUTIFUL

TOPIC: BRAINSTORMING AND MINDMAPPING

**Duration:** 80 Minutes**Students Learning Outcome:**

- Brainstorm to gather ideas for various activities/tasks.

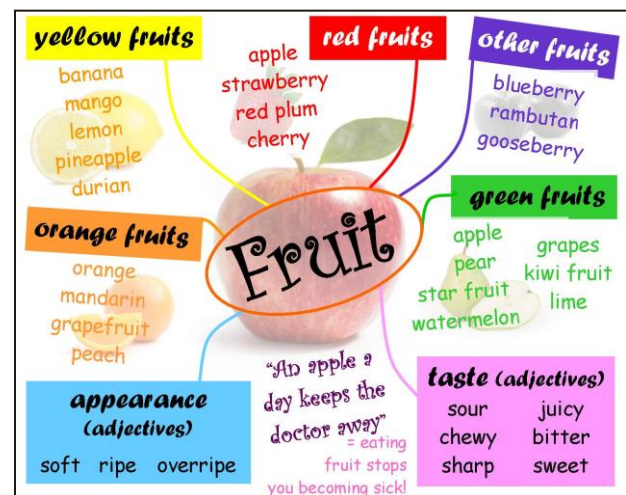
**Materials:**

- Chart paper
- Coloured markers

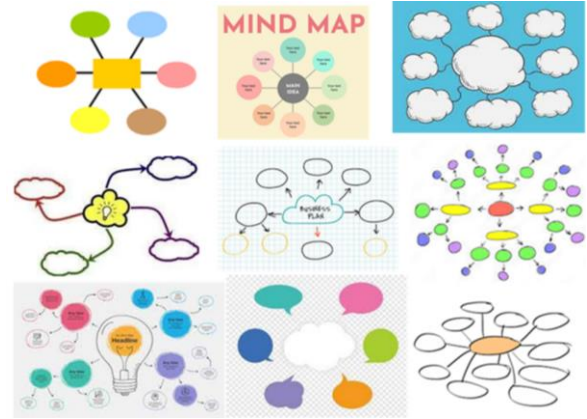
Information for Teachers:

- **Brainstorming** is a group activity where each participant shares ideas as soon as it comes to mind.
- It can produce some wonderful ideas for writing, speaking and problem solving. It helps promote thinking skills.
- Brainstorming is excellent for
 - checking prior knowledge
 - giving chance to all students to express their ideas
 - removing students fear of failure or being wrong
 - bringing creativity and originality

- **Mind map** is a very helpful technique for brainstorming.
- It makes the information organized and memorable.
- It is a drawing used to show words, ideas, tasks or information with simple pictures.
- A topic or problem is written in a shape in the center. Then ideas from the students are written in some shapes around it, connected with lines. We can use different shapes, colours, and pictures.



- Example of mind map from British Council website:
(<https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/mind-maps>)
- Encourage the students to draw free hand and use colours. Some ideas for making mind maps interesting for the students are shown here:
- **Word Bank** is another simple but powerful brainstorming technique. The class generates a list of words related to a topic of study.
- Conduct brainstorming technique not more than 3 minutes. Take ALL responses. Try to have your back to the learners as you write on the board to encourage all learners to participate without nominating or prompting anyone student to respond.



Introduction:

- Draw a picture of a head with brain. And ask: What is in the head?
- Tell that the name of this body part is brain and it is saved in the hard bones of the skull.
- Write the word 'mind' with the picture and encircle it.
- Then explain that our brain gives us mind. Mind helps persons to think, feel emotions, and understand things.
- Now ask the class to tell words that come to their mind on seeing the word "mind".
- Take all answers with little explanation to understand the connection (in any language).
- Translate the words or phrases in English and write on the board.
- Make a list of all the words under the word mind and picture to have a word bank or make a mind map as shown.
- After getting all the answers on the board, tell your class that the board is full with words for mind because we are thinking.
- Tell them that when we question our minds, answers come like a storm in our mind. And we quickly want to share answers. This is called brainstorming.
- Also tell the students that we can arrange those answers in different forms like a mind map or a word bank.
- We can use colours, different shapes, styles to arrange our important answers.
Note: This mind map is only an example. You can give hints and act to make the students think of related words. Write students' answers and make a chart paper/poster display for the classroom. Some more words for mind can be idea, think,
- After this read and discuss brainstorming definition on textbook page 81, part iv.
- Tell that the topic and the answers are shown in a mind map for brainstorming.



Development:

Activity 1

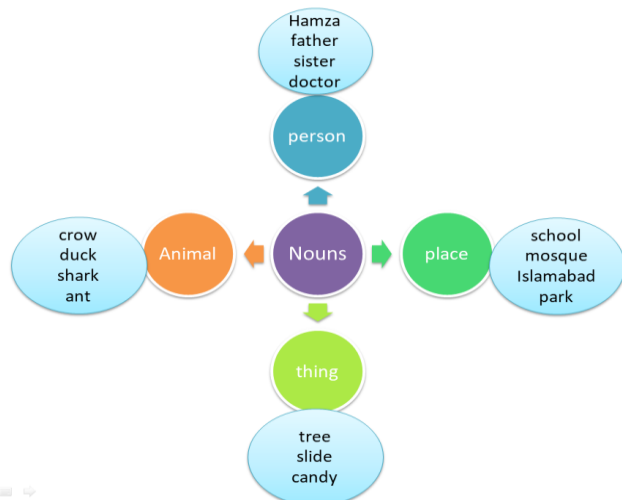
- Make a chart with a mind map shapes and topic.
- Paste the chart paper on the board.
- Ask the students to think of nouns.
- Call the students on turns to fill this mind map with marker.
- Discuss and display it.

Activity 2

- Divide the students into groups.
- Ask the class for more ways to show brainstorming answers.
- Help each group to have a topic and then develop a mind map with the relevant vocabulary.
- Call this 'BIG BRAIN TIME' question.

Conclusion/ Sum up/ Wrap up:

- Recap for students' better understanding:
 - Brainstorming in the classroom help us to share and learn from each other.
 - Through brainstorming, we think better and collect the vocabulary about the topic.
 - We can show our ideas in a mind map in many ways.
 - Mind maps help us to organize answers.



Assessment:

- Ask students to brainstorm vocabulary and information about 'Spring Season' using words or illustrations.
- Conduct it as an oral activity.
- Give feedback/make corrections on the spot.

Follow up:

Think and fill in the mind map textbook page 81, part v.

UNIT 8: NATURE IS BEAUTIFUL

TOPIC: WRITING DAY, DATE AND CAPTION

**Duration:** 80 Minutes**Students Learning Outcome:**

- Write date and captions on page top.

**Materials:**

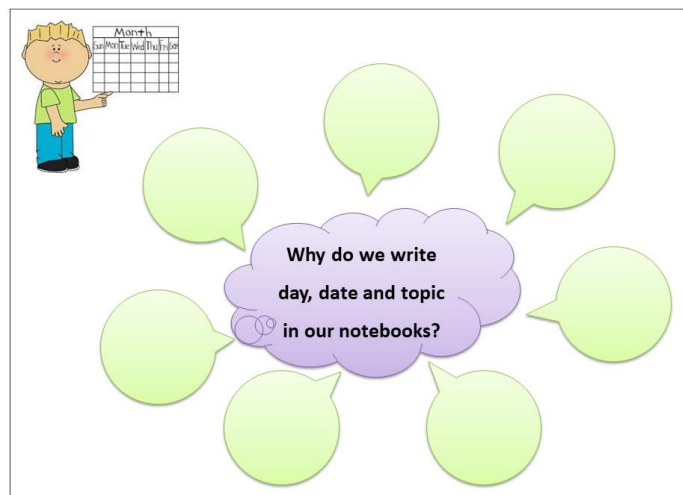
- Chart paper
- Calendar

Information for Teachers:

- Calendars are useful tools for keeping track of upcoming meetings, deadlines, and milestones. They can help you visualize your schedule and remind you of important events, such as holidays and vacation time.
- Display a calendar in the class at students' eye level. The calendar should have one month on one page to help the students see clearly and understand this concept. Label the calendar with article (a calendar).
- It is better to write the name of the month instead of writing its number. It will improve their spellings and writing both.

Introduction:

- Ask the students to brainstorm answers to these questions:
 - Why do we write day, date and topic/caption in our notebooks?
 - Where do they see date usually written? (Possible answers: notebooks, newspapers, television, Watches, mobiles, etc.)
- Ask for answers with little explanation.
- Give a word to that explanation with the students help and write the word in the mind map.





- Some possible words for their answers are: easy, find, time, help, neat, learn, etc.
- Help them feel the importance of writing day, date and topic.

Development:

<p>Date</p> <p>_____</p> <p>Day</p> <p>_____</p> <p>Topic</p> <p>_____</p>	<p><u>Date</u> 21-4- 2022</p> <p><u>Day</u> Monday</p> <p><u>Topic</u> Nature is Beautiful</p>
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Activity 1

- Hold a calendar in your hand and ask:
 - What is this?
 - What does it tell?
- Then point to the year and help them say and understand: This calendar is for the year 2022.
- Point to the days and ask them to read aloud the days in a week from the calendar.
- Now point to the dates and ask: What is the first number? What is the last number? How many days are there in this month?
- Now hide the name of the month with your hand and ask: What is the name of this month? If we do not see the name of the month, what will happen?
- Explain that the name of the month in this calendar is like a topic. If you do not know the topic, there will be problems. Ask for some problems.
- Explain that all months have same number of days every year (except February). The sequence of the month is always the same i.e. January (first month), February (second month) and so on. Do the same up to December (Twelfth month).
- Then show the name of the month and ask: What is the name of this month?
- Inform them: One student will come to the calendar daily to show and tell the year, month, day and date.
- Help them recall the names of the months in the correct sequence by doing an oral drill.

Activity 2

- Inform the students that there are different ways of writing dates.
- Tell them that they are going to practise on the board.
- Draw the following boxes on the board. Point and explain the following:
 - First letter of day, month and topic is always capital.
 - Put – (dash) among date, month and year if they all are in numbers.
 - Put a comma between date and year when the name of month is in the beginning.
- Call some students to fill in the blanks with the help of the side bar.



Date _____	Day _____	<u>Date</u> May 17, 2022
Topic _____		<u>Day</u> Monday
		<u>Topic</u> Nature is Beautiful

Activity 3

- Ask the students to open the book on textbook page 85 part i.
- Make them practise writing day, date and topic.

Conclusion/ Sum up/ Wrap up:

Recap as to why we need to write day, date and topic.

Assessment:

- Draw the following on the board.
- Call a few students randomly to get the blanks filled with day, date, etc.
- Give feedback/make corrections on the spot.

Write day, date and topic in the right place.

_____	_____

Follow up:

- Point and read the date, month and year, daily on a classroom calendar.
- Take turns for this according to the names in the class attendance register for smooth flow of turn taking.

UNIT 9: A GREETING CARD

TOPIC: GREETING CARD

**Duration:** 80 Minutes**Students Learning Outcomes:**

- Recognize the conventions of a greeting card and fill in simple greeting cards through guided activity.
- Draw illustrations to make greeting cards. Write names of addressee and sender. Write appropriate words and formulaic expressions. Write name and phone number.

**Materials:**

- Marker/chalk
- Colour pencils/crayons
- Water color paint/ink (red, blue, green black- whatever easily possible)
- Scotch tape
- Glue
- Junk material (shiny/patterned/colourful piece of cloth, sequences, stickers, paper, pencil shaving, seeds, soft bark, cotton, glitter, wrappers, grass, real dried flowers, dried leaves, sand, etc.)

Information for Teachers:

- Greeting cards are sent as a message on special occasions e.g. Eid/Christmas, birthday wishes, congratulations on a new home, promotion, best of luck for an exam, get well soon cards etc.
- Elements of a greeting card are: addressee – the card is being sent to, addresser – the one sending the card, message or greeting – according to the occasion.
- The drawings can be according to the type of card e.g. a moon and star for Eid; Christmas tree for Christmas; balloons, cake or flowers for a birthday, etc.
- Encourage students to draw and write themselves using the materials in available. Appreciate all kinds of drawings and colours.
- Do not let anyone make fun of any drawing, use of colour or, material) because it is all abstract art or mosaic. The waste material chosen for card making must be clean, safe and easy to paste. Avoid stickers.
- Encourage the students to draw free hand with minimum use of eraser.

- Beware the students to use scissors only with the help of teacher or adult at home, never alone. All things do not need to be very fine like a round shape for sun can be made by paper tearing with hands.
- Encourage students' creativity and drawing from heart. Same cards will not have any charm.
- **Greet** means (a) something that is said or done to show people that you are happy to meet or see them (b) a message that expresses good wishes to someone
- Make a section on a wall; give it a name '**Birthday Month**' or 'Birthdays to remember'. Below this paste the name of the month and change it monthly. Write students' names with date of birth, month and year. Teach the class how to read this list. Encourage the class to make birthday cards for each other on their birthdays.



Introduction:

- Prepare this mind map on a chart paper and display on the board.
- Stretch and say the word 'greeting' then ask the class to repeat it 3 times.
- Inform: We will try to understand the meanings of 'Greeting' with the help of this mind map.
- Point to the meeting actions circle and tell: When we meet someone with any action, it is greeting. For example, handshake, hand wave, salute (like police and army officers), bow like Japanese, nod when we are at distance (Do these actions).



- Point to the meeting words circle and tell: When we meet someone and leave, we say some special words like Salam, Assalam-o-Alaikum, Good morning, Good night, Good afternoon, Good evening, Hi, Hello, Allah Hafiz, Bye. (We do not say Hi to elders). This is also greeting.
- Tell them that we all greet in different languages. What special words you use to greet?
- Point to the polite circle and ask: Why should we greet politely? (to show respect).
- Point to the good wishes circle and tell: Good wishes are also greetings. It shows our feelings of happiness, care and prayer for someone.
 - When do we have good wishes/greetings for someone? (on birthday, Eid, exams, good result, good job, marriage, new class, teachers' day, mother's day, fathers' day, new year, thank you and sorry etc.
 - How can we share our greetings (of good wishes)? (Oral, video message and by cards).



Development:

Activity 1

- Take the following to the classroom: a chart paper, markers, crayons/colours, glue, dry flower and leaves, some recycling material.

Announce: We will learn to make greeting cards. First, we will make a card then we will write in it.

(Fold a chart paper in a card form, one side folded and one side open. Tape it on the board or wall at students' height level).

- Ask: What is the shape of this card? (rectangle) We can make a card of different shapes like flower heart, sun, circle, semi-circle, square, doll, bottle, house, etc.
- Ask students if they can think of more shapes for a card.
- Show them inside and outside of the card.
- Explain that we write inside the card with some decoration. We decorate the outside card with the greeting on it.
- Cut a strip from any old book/gift paper/newspaper/piece of cloth etc.
- Call a student, help him/her glue the strip and paste on the card. Paste on the top one fourth part.
- Tell the class that we are leaving this top one fourth part to write what this card is for. Now 1 part is for writing and 3 parts are for more decoration.
- Call the students one by one to draw or paste anything on the card. Let them choose what they want to paste or draw. Try to give turn to all the students. Keep on praising the card.
- Clap for the class for making a wonderful card! (Leave the card on the board for next activity)
- Now discuss that we can make a greeting card according to the event. For example, Eid card can have crescent, mosque, kids wearing beautiful dresses, yummy dishes, eidi, etc.

Activity 2

- Tell the class that polite words make the greeting card very special and important.
- Write 'Well done!' on the board. Help them read and explain the meaning. Tell that we say these words when something good is done. Call a student with good handwriting to write this on the one fourth part of the card.
- Then open the card and tell the class, "This pretty card goes to you all, Class 1. So, I will write on the top, Dear Class 1, (with a comma,)." "In the middle I will write again, 'Well Done Students'. And at the bottom my name because I am giving it to you all. So, I will write Your Teacher, and below this I will write my name."
- Then write your name and school phone number at the back side of the card. Ask the class to learn the phone number of school and parents.
- Display the card on the soft board in the class.

Activity 3

- Write the following greetings on a chart paper, read.
- Explain to the students the use of greetings.
- Display beside the big card made by the students.



Eid Mubarak	Best Wishes	Best of Luck
Happy Birthday	Get well soon	Congratulations
Well done	Welcome	Thank you

- Now talk about the addresses (the person the card is sent to).
- Elicit a few relations and names that they would like to send the card to:

Dear Friend	Dear Mother	Dear Neighbour
Dear Brother	Dear Father	Dear Aunt
Dear Sister	Dear Teacher	Dear Uncle

- Remind them that ‘Dear’ and the names is written/are written as proper nouns i.e. first letter capital letters.
- Also tell them that the ending is from the sender and it always has ‘Your’ before the sender’s name.

Conclusion/ Sum up/ Wrap up:

Ask students to recap a few greeting messages and repeat these out loud.

Assessment:

- Draw the following on the board.
- Call students randomly to the board.
- Ask them one by one to fill in the card.

	_____ ,

Follow up:

- Make a birthday card for your class fellow.
- Learn the spellings of your full name.
- Learn the phone number of your school and parents.
- Do first 2 questions on textbook page 95.

UNIT 9: A GREETING CARD

TOPIC: REQUEST AND COMMAND

**Duration:** 80 Minutes**Students Learning Outcome:**

- Recognize, physically/orally respond to and use simple sentences showing request and command in a school scenario.

**Materials:**

- Chart papers
- Coloured markers
- Pictures of magic words

Information for Teachers:

- There are some important words that should be regularly used in the school to develop good manners.
- Such words are also called '**Magic Words**'. Some of these words are 'please', 'sorry', 'excuse me', 'thank you', 'welcome' and 'may I'.
- Use the following link of 'please and thank you' song for performance in the school. This song has many example sentences with soothing music and animation.
(https://www.youtube.com/watch?v=hbyEXd9_ECA)
- 'Please' changes a command into a request.
- When someone says, "thank you," the best response is, "you're welcome/you are welcome". By accepting thanks graciously you can also encourage the "thank-you" habit.
- "Excuse me," shows your awareness that you bothered or disturbed someone else. Make it a habit to excuse yourself whenever you do the following:
 - Make a necessary interruption: "Excuse me, but you have a phone call".
 - Make a request: "Excuse me, but you are not standing in a line".
 - Acknowledge an error: "Excuse me. I didn't realize that you were already waiting in line".
 - Acknowledge, such as burping: "Excuse me".
 - Leave a conversation: "Excuse me, but I have to leave now".
 - Get up from the table: "Please excuse me".
- 'Sorry' is used for
 - Request for forgiveness.
 - Expressing sympathy or regrets.

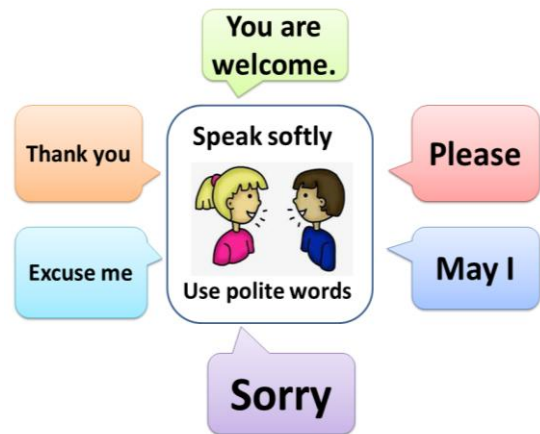
Introduction:

- Start the class by asking a question.
Q. Who are the people we talk to every day?
- Elicit responses about people from family, familiar people in school or neighbourhood or strangers.
Q. How should we talk to each other? How can you tell if someone is caring and polite?
- Encourage students' answers.
- Emphasize that we should talk to each other softly using polite words. Polite words show respect.

Development:

Activity 1

- Prepare a chart with the caption 'Magic Words' as shown in the picture.
- Paste the chart on the board/wall.
- Ask the students to raise hands for the word they can read.
- Help the students read correctly and discuss some examples to explain their meaning.
- Inform that these words are called 'Magic Words'.
- Ask them to think: Why are they called 'Magic words'? (They are called 'Magic Words' because they show respect/politeness and good manners.)
- Help the students say and understand this answer.
- Keep the chart display on wall to help the students learn the spellings and to be conscious about using the words in the school.



Activity 2

- Explain to the students the instructions emphasizing the Magic Words:
 - **Please** help me.
 - **May I** go out to play?
 - **Excuse me**, is it your pencil?
 - **I am sorry**, I forgot your name.
 - **Thank you**. It's a nice gift.
 - **You are welcome**. (in the response of Thank you).
- Ask them: Did I use all the magic words?
- Make them feel how easy it is to use the magic words.
- Then divide the class in 6 groups starting from A to Z. (They are already standing in alphabetical order).
- Give one paper sheet or chart paper to each group and assign one magic word.
- Ask them to think of 5 situations they can use the words in sentences in the school.
- Facilitate students in thinking and speaking about the situations.
- Help the students in presenting their work. Display students' work.



Conclusion/ Sum up/ Wrap up:

- Recap the following:
 - How should we speak?
 - What kind of words should we use?
 - Play a game by asking them to recall any one polite word and say it slowly, say it fast, say it in a whisper (this will serve as a drill).

Assessment:

- Write the following sentences on the board.
- Ask students to use magic words to complete the sentences.
- Take students' responses randomly.
- Make corrections on the spot.

1. _____ **have your pencil, please?**
2. _____ **for your help.** _____
3. _____, **you are sitting on my seat.** _____

Follow up:

- Demonstrate the use of magic words in your daily instruction.
- Manage to show magic word song to the students.
- Give different situations to small groups to do role play using 'Magic Words'.

UNIT 9: A GREETING CARD

TOPIC: IRREGULAR SIGHT WORDS

**Duration:** 80 Minutes**Students Learning Outcomes:**

- Pronounce familiar common irregular sight words.
- Identify, recognize and articulate common two to three-lettered sight words and words with common spelling patterns.

**Materials:**

- Marker/chalk
- Thin piece of cloth or handkerchief
- Chart papers
- Scotch tape/ glu
- Piece of cloth
- Sight words cards

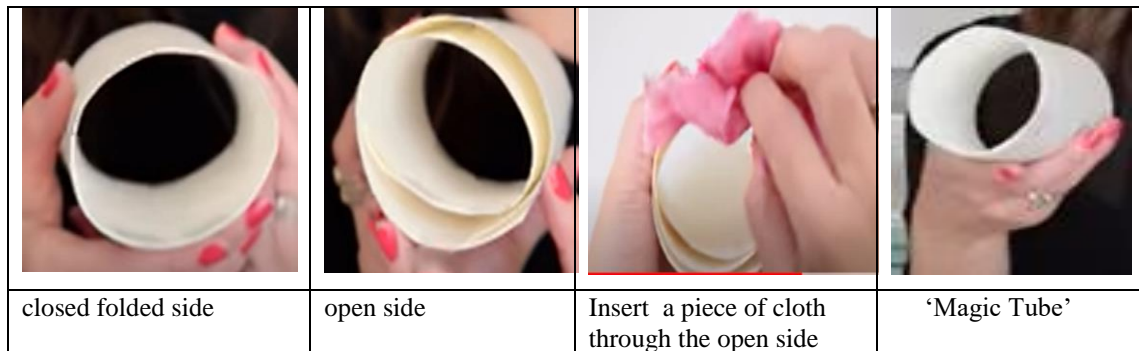
Information for Teachers:

- High frequency sight words are also known as sight words.
- These are commonly used words that young children are encouraged to memorize as a whole by sight.
- Children can automatically recognize these words in print without having to use any strategies to decode. (https://en.wiki+pedia.org/wiki/Sight_word)
- These words appear in the most text more often.
- Some of these words follow phonics patterns (regular words), and some of them don't (irregular words).
- Irregular words are words that have a letter or letters that do not make their typical sound.
- Irregular words do not follow phonic or spelling rules.
- They are also called tricky words.
- Since these irregular words do not have a letter-sound relationship, they will need to be learned as whole words.
- Recognizing words by sight helps students become faster, more fluent readers.
- Simple magic tricks: <https://www.youtube.com/watch?v=V2tDK9wfcYs>
- Have a permanent section on a wall or soft board for 'Sight Words' with two portions 'Tricky Words' and 'Non-Tricky Words'.
- Put up all the sight words from the English textbook exercises and this lesson.
- Prepare sight word cards for teaching, assessment and reading practice games.

- Writing in the air supports large muscle memory and on paper/desk/palm/arm with fingers support fine muscle memory. It makes the students enjoy and engaged as well.

Introduction:

- Take a rectangular piece of chart paper.
- Fold it from the longer side and roll it up in a shape of a tube.
- Tape or glue this tube from the longer side only.
- Take a small piece of cloth/handkerchief.
- Slip it inside the tube through the open circular side (Remember, you folded the chart paper before rolling into a tube so one circular folded side is closed and the other one is open).
- Leave a little corner of the cloth outside to pull it out.



- Tell the students that they will learn magic.
- Discuss the meaning of magic to make them excited.
- Hold the magic tube in your hand having the open circular side facing yourself.
- Put your thumb on the little corner of the cloth so the students do not see it.
- Then ask: Do you see anything in this magic tube? (the students will surely answer 'no' or 'nothing').
- Then call any shy student from the class to put hand in the hollow tube to really check if it is empty.
- Then say 1..2..3 and take out the cloth. (Let them clap and enjoy)
- Then tell them it was not magic, it was a trick. Show them how you did this.
- Then write the topic on the board, 'Tricky Words' and tell: Tricky words have a letter or letters that trick and make different sound. The trick to read the tricky words is to learn to read them in one sight.
- Inform that they will make a wall display of 'SIGHT WORDS'. It will have all the words they must learn to read in one sight. Some of them will be tricky words and some will be non-tricky words.

Development:

Activity 1

- Write 'a' on the board and ask from some students:
 - What is the name of this letter?
 - What is the sound of this letter? (Repeat after students' answers, the letter 'a' makes /ae/ sound).
- Tell some words with /ae/ sound. (apple, ant, hat, bat, cat, rat, mat,).



- Now write ‘a cat’ on the board and say it. (Stress on the different sounds of ‘a’). Then ask:
 - What is the sound of first a?
 - What is the sound of second a? (Help the students say and understand two different sounds of ‘a’. First ‘a’ sounds like /uh/ as in up and the second ‘a’ sounds /ae/ as in apple.).
- Now say ‘cat’ stressing on individual sounds and point to the letters of the word ‘cat’ on the board.
- Ask the students: Do the letters and sounds match? Do you find any trick in this word? (Help them match the sound to the letter so they understand that there is no trick in this)
- Tell the students that the letter ‘a’ plays a trick when it is alone.
- We can call it a tricky letter/word. But ‘cat’ is a non-tricky word.

Activity2

- Now it is time to learn one more tricky word. Listen to the sounds in the word.
- Say ‘you’ clearly). How many sounds did you hear?
- Take students’ answers but do not say, Wrong or No.
- Now stretch the word ‘you’ and ask again: How many sounds did you hear?
- Help them understand that it is only one sound even if we stretch it long.
- Then write ‘you’ on the board and ask: How many letters are there in this word? (They will easily see and tell 3 letters).
- Then ask: What is the trick in this word? (Let them think and answer, 3 letters make 1 sound).
- Tell the students that we will learn ‘you’ by heart without thinking of sounds.
- Now close your eyes and say the spellings of ‘you’.
- Make them say the spellings with word, 3 times.
- Point to your sight word wall/board and ask a student to find ‘you’ in that.
- Teach the words ‘eye’, ‘who’ and ‘put’ in the same way.

Activity 3

- Write ‘the’ on the board (or show it on a card) and spell it aloud pointing to each letter.
- Describe the parts of the word, regularly spelled and or not.
- Now say it aloud /thuh/.
- Ask students to spell and trace the letters in the air (you can call it air writing).
- Erase the board or stop showing ‘the’ card.
- Now ask them to tell the spellings of ‘the’ to the students sitting on your right.
- Teach the words ‘use’, ‘any’, and ‘who’ in the same way.

Conclusion/ Sum up/ Wrap up:

- Recap for students:
 - Sight words make us good readers.
 - The words we read in one sight are called sight words.
 - Some spellings and sounds do not match in tricky sight words.

Assessment:

- Show sight word cards to students.
- Ask the students to read without taking thinking time.



- Give feedback/make corrections on the spot.

Follow up:

Learn the sight words.

Irregular/Tricky Sight Words for Grade 1					
a	you	put	the	two	my
is	his	as	has	too	by
was	eye	are	who	to	buy
of	off	use	any	do	fly
on	one	say	may	way	day

Words in same colours have some common spelling pattern or similarity in sounds.

UNIT 10: THE HARE AND THE TORTOISE

TOPIC: STORY TIME

**Duration:** 80 Minutes

Students Learning Outcomes:

- Listen to a story /fairytale of a few sentences read aloud by the teacher.
- Read aloud the same story/fairytale themselves.
- Identify names and characters.
- Respond orally in yes or no, your likes or dislikes about the story/character.



Materials:

- Marker/chalk
- 1 carton for making stick puppets
- Bamboo sticks
- Scotch tape
- Scissors
- Paper for grass

Information for Teachers:

- The students better enjoy and understand the story with the help of sound effects, rise and fall in tone, attractive pictures and actions. Try to include all of these in story telling.
- The sound of the cow is called 'moo' and the sound of the lion is called 'roar'.
- Stories are always lively with the help of puppets of any kind or props. Some samples of lion and cow puppets/pictures are given at the end of the lesson. All these pictures can be used to make a finger or stick puppet.
- You can make story time interesting by including some real objects mentioned in a story e.g. a cap, a basket or any other such item.

Introduction:

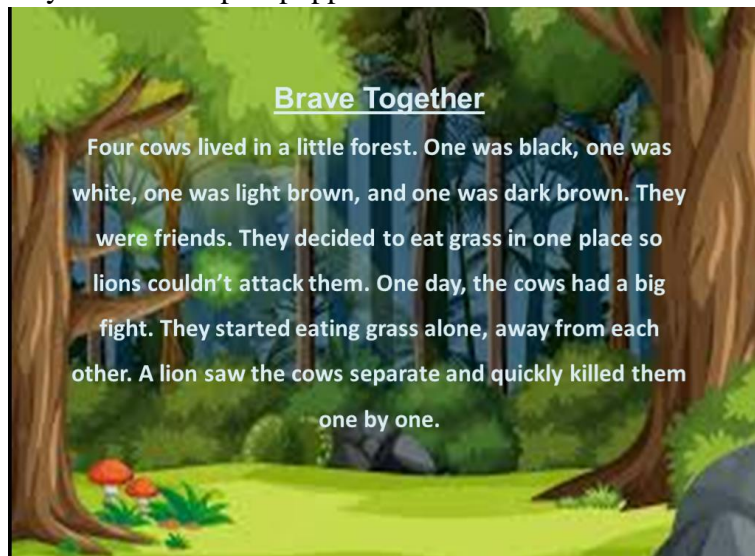
- Can you make a sound of a cow? Ask some students to make the sound.
- Can you make a sound of a lion? Ask some students to make the sound.
- Tell the students: In English, we have name for all the animals' sounds and we can also write them.
- Then write on the board
 - Lions roar
 - Cows moo

- Help the students read it and ask them to write in their notebooks. And ask to draw a lion and a cow in front of these sounds at home.

Development:

Activity 1:

- Make 4 puppets of cows (black, white, light brown, dark brown), 1 puppet of lion, and some grass (colour a used paper green and cut/tear it into grass).
- Write the story on a chart paper and give it a look of a forest.
- Tape the story chart paper on the board.
- Announce to the students that today we will read an interesting story. The name of the story is 'Brave Together'. Explain the meaning.
- Point to the name of the story and ask:
 - What is the name of the story?
 - Do you know who the story is about? The story is about four cows and a lion.
- Tell the students that a person, animal or things playing an important role in a story are called characters.
- Tell the story with the help of puppets and animal sounds.



Activity 2:

- Have a square paper/chart paper (8" x 8") with Yes written on one side and No written on the other.
- Give one square paper to each child.
- Encourage them to respond to the yes/no questions by raising the cards to show yes/no.

Ask the following and help them think and answer:

- Q1 What is the name (Title) of the story? (Brave Together)
- Q2 Are there 4 characters in the story?
- Q3 How many characters are there in the story? (5)
- Q4 Name the characters. (White cow, black cow, light brown cow, dark brown cow, and a lion)? Who made the silly mistake? Which character was clever?

- Q5 Is it helpful to be friends?
Q6 Do you feel brave when you are together?
Q7 Did we learn any lesson from this story?
(Explain that we are brave and strong when we are together)
Q8 Which character would you like to be and why?

Activity 3

- Call the students one by one in front of the class.
- Ask them to read a story from the story chart/poster with the help of puppets.
- Give feedback/ make corrections on the spot.

Conclusion/ Sum up/ Wrap up:

Character is a person, animal or any special thing in a story.

Assessment:

Write the names of any 2 stories and their characters.

Name of the story	Names of the characters

Follow up:

- Make your own finger/stick puppets.
- Tell the story to your friends and cousins.



UNIT 10: THE HARE AND THE TORTOISE

TOPIC: WORDS SHOWING POSSESSION

**Duration:** 80 Minutes**Students Learning Outcome:**

- Use words showing possession, e.g. my, your, our.

**Materials:**

- Marker/ chalk
- Things in the classroom

Information for Teachers:

- A possessive adjective is a word that shows **ownership** or belongingness. Examples: my, your, our, its, his, her, and their.
- Develop a habit in the students to use the word forms: belong, belongs, own, owns.

Introduction:

- Ask the class to get ready for a game. Listen and do what I say.
 - Show both your thumbs up.
 - Raise your right hand.
 - Put your hand down.
 - Show me your pencil.
 - Take out your English book.
- Clap for the class for following the instructions carefully.
- Then explain: I used 'your' in all sentences.
- The word 'your' shows that you have something.
- We can also say something belongs to you or something is your possession.
- Your hands, thumbs, pencil, book all belong to you. They are your possessions.

Development:

Activity 1:

- Show your pencil to the class and ask: Whose pencil? (your pencil)
- Help them understand the question and answer it.
- Write it on the board in a box.
- Show it again and say: Oh! my pencil.

- Write it on the board in the same box.
- Take a pencil from a girl and ask the class: Whose pencil? (her pencil)
- Help the students answer correctly and write on the board.
- Remind, we use 'her' for girls.
- Take a pencil from a boy and ask the class: Whose pencil? (his pencil)
- Help the students answer correctly and write on the board.
- Remind, we use 'his' for boys.
- Ask all the students to show your pencils then ask: Which possession word will we use for all these pencils?
- Appreciate, if you get the right answer. Then explain: We use 'our' to show the possession of all your pencils. We will say 'our pencil'.
- Write on the board.
- So, we are telling that something (pencil) belongs to someone (person). We also call them possessive adjectives.
- We have learnt 5 words showing possessions: your, my, her, his and our.

Note: Make this on a chart paper and display in the classroom.



Possessive Adjectives
(Words Showing Possessions)

your pencil
my pencil
her pencil
his pencil
our pencils

Activity 2:

- Help the students read and understand: Grammar part (i), textbook page 105.
- Supervise and make corrections on the spot.

Activity 3:

- Explain the relationship of the words with the help of the given box.
- Then help the class read, understand and complete the sentences.

Q Fill in the blanks with possessive adjectives.

Get help from the box.

1. I put books in _____ bag.
2. We do _____ work.
3. You water _____ plants.
4. He helps _____ mother.
5. She greets _____ teachers.

I	→	my
we	→	our
you	→	your
he	→	his
she	→	her

Conclusion/ Sum up/ Wrap up:

- Possessive adjectives show that something belongs to someone.
- Some words that show possession are, your, my, his, her, and our.



Assessment:

Fill in the blanks with possessive adjectives from the box.

your	her	my	his	our
------	-----	----	-----	-----

1. I have done _____ work. Now, I am free.
2. Have you eaten _____ lunch.
3. Sajid is playing with _____ ball.
4. We love _____ parents.
5. Farah has hurt _____ foot.

Follow up:

Written homework

English textbook page 106 Grammar part (ii)

UNIT 10: THE HARE AND THE TORTOISE

TOPIC: SPEECH BUBBLES

**Duration:** 80 Minutes**Students Learning Outcome:**

- Fill in speech bubbles with given appropriate words and formulaic expressions.

**Materials:**

- Chart paper

Information for Teachers:

- Speech is the ability to talk or, the activity of talking. In simple words whatever we speak is speech. Speech is also a formal talk.
- Speech bubble is a special shape in which character's words or thoughts are written. The bubbles with thoughts are also called thought bubbles.
- Discuss the dialogues and help in reading before giving the writing task.
- Display some of the speech bubble dialogues from the book and the plan in the classroom. You can also make dialogues with the students.
- Formulaic expressions are words or phrases that are used in everyday conversation for different purposes e.g greetings (Hello, Good morning, How are you?) permissions (may I, please, sure) gratitude (thank you, you are welcome).
- These expressions once learnt can be repeated in different situations without changing the words.

Introduction:

- Write 'Speech Bubbles' on the board.
- Draw any 4 but all different speech bubbles on the board.
- Help the students read and say 'speech bubble'.
- Explain the class that these speech bubbles show what a character is saying or thinking.
- We can draw speech bubbles of different shapes and size. We can also colour them. One same and very important thing is to draw a v shape with the bubble. The v shape points to the character who is saying something.



- Have you ever seen this kind of shape? (Some of them may recall that there are many speech bubbles in their English textbook).
- Clap for them if someone says English textbook or any other correct answer).

Development:

Activity 1:

Directions:

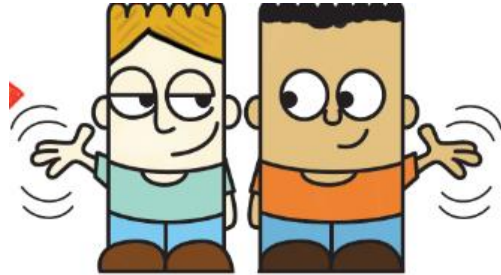
- Open your English textbook. Take 5 minutes to see all the speech bubbles in your book.
- You will read the speech bubbles. You will also observe the shapes, colours, and size.
- These are first 3-page numbers which have speech bubbles, find more pages and write the page numbers on the board. (Write the first 3-page numbers on the board which has speech bubbles).
- Encourage the students to write more page numbers as they find speech bubbles. The first three-page numbers are 12, 35, 45

Q. How do the speech bubbles look? (Ask about shape, colour and size)

Q. What are the speech bubbles about?

Activity 2:

- Begin the class greeting: Hello, how are you?
- Wait for the response. If they do not respond, tell them: Hi, I am fine. Thank you.



Greetings:

- Ask them to greet each other and repeat the above dialogue.

Hello. How are you?

Hi, I am fine. Thank you.

Permission/Agreement

- Now ask: Would you like me to play a game? May I use your pen?
- Wait for the response.
- If they do not respond, tell them: Yes. Sure. Of course. Okay.
- Explain that when we show agreement, we say any one of the above words.

Saying sorry:

Sara: Sorry I am late.

Amna: It is alright.

Asking for help:

Fatima: Excuse me. Can you please help me?

Rabia: Sure. What do you want?

Fatima: May I borrow your pen?

Rabia: Yes, of course.

- Invite a few volunteers to come in front of the class and do a role play by acting out a few situations.

Activity 3:

Imran: Hello, how are you?
 Bilal: I am fine. Thank you.
 Imran: I am going out to play.
 Bilal: Can I come with you?
 Imran: Sure. Let's go.
 Bilal: Thank you so much.

Note: Provide these dialogues to the students to write in speech bubbles (3 for Imran and 3 for Bilal). Give idea of pictures. They can draw their own. Let the girls write by changing names.

Conclusion/ Sum up/ Wrap up:

We can use speech bubbles to write what we talk and think.

Assessment:

Q. Draw 4 more speech bubbles and fill them.

My dog is not shy. It plays with everyone.	I call it Billy. What is the name of your cat?
No, it is friendly. Your cat looks cute.	My cat is Kitty. It is very shy.
Does your dog bite?	Thank you. What do you call your dog?



Note: The students can give any name to the boy and girl. Following is the sequence of the dialogues; it can also be changed but must have connection.

Faiza: Does your dog bite?	Asad: No, it is friendly. Your cat looks cute.
Faiza: Thank you. What do you call your dog?	Asad: I call it Billy. What is the name of your cat?
Faiza: My cat is Kitty. It is very shy.	Asad: My dog is not shy. It plays with everyone.

Follow up:

Homework:

Read and fill in the speech bubbles with the given sentences/phrases on textbook page 107- Writing Part 1.

UNIT 10: THE HARE AND THE TORTOISE

TOPIC: SINGULAR PLURAL

**Duration:** 80 Minutes

Students Learning Outcomes:

- Recognize and change the number of simple naming words by adding or removing “s” (singular/plural).
- Recognize words ending with /s/ and /z/ sounds in the plural form of a word.



Materials:

- chart papers
- coloured markers
- tape/glue
- things in the classroom

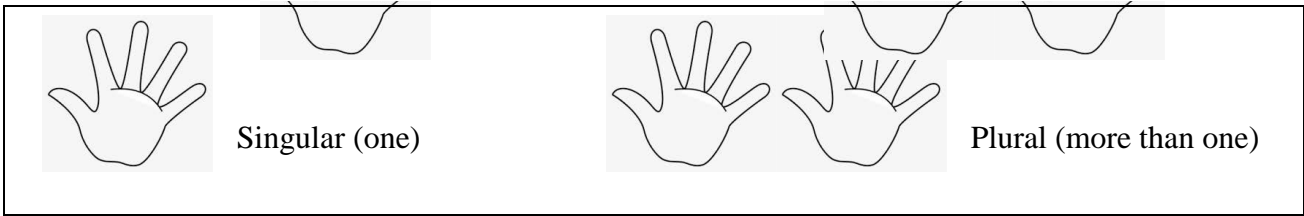
Information for Teachers:

- Make the concept clear in students mind that singular means one and plural means more than one. Drawing pictures with singular plural is an easy way to help understand.
- Some words ending in letter ‘s’ make sound /z/.
- Many plurals ending in letter ‘s’ make /z/ sound.
- Remind the students about ‘tricky words’ while doing this lesson. ‘s’ often makes ‘z’ sound when the word is **ending in a vowel** or **m, n, ng, l, b, d, g, v** or **r** sound.
- Teaching plurals in different categories like fruit, vegetable, animals, things in the classroom etc. will help in revising vocabulary of many units.
- Draw one picture of each noun for chart displays for students help but let them make change in the shape, design, colour etc. It will make the concept clear and the display will also look amazing. For examples, eyes do not need to be in same shape, colour and size.
- Do only one category in one day. Plurals of parts of body on one day and other on different days.
- Fruits and vegetable plurals will go well with Unit 6. Animals and birds plurals should be done with Unit 10. Parts of body in Unit 10.

Introduction:

- Put your open straight hand on the board and draw its outline with chalk/marker. Then ask the students: What is this? (hand), How many? (one).
- Explain: one thing is called singular. Write singular (one) below the hand.
- Then call 2 students or any one. Ask to put 2 hands on the board. Draw the outline and send the students back. Then ask: How many? (2 hands).



- Tell the class that something more than one is called plural (more than one can be any number except one). Write plural (more than one) below the hands.
- Call some more students (specially the shy ones) for hand outline on the board so all the students understand that more than one can be any number.
- Ask: What is the last letter in ‘hands’?
- Then say the word ‘hands’ and ask them to check the last sound. The letter ‘s’ making here /z/ sound. It is a tricky word.
- We can make plural by adding ‘s’ at the end of the nouns.
- Letter ‘s’ at the end of words sometimes make /s/ sound and sometimes /z/.
- Help them say singular and plural correctly.



Development:

Activity 1:

- Make some part of the chart as shown in the picture.
- Help students make the rest of the part.
- Write the first letter small of all body parts.
- Write the topic Singular and Plural and ask the students to read.
- Tape the poster on the board with one example already done.
- Assist the students reading, writing and drawing on the chart.
- After this the students can copy the work in their notebooks in the same way.
- Ask for the last sound /s/ or /z/ for each plural. Make them say and tell.
- Display the chart.

PARTS OF OUR BODY	
Singular (one)	Plural (more than one)
head 	heads 
ear	
eye	
nose	
lip	
cheek	
chin	
arm	
hand	
elbow	
leg	
knee	


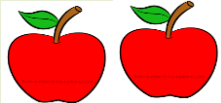
‘s’ vs ‘z’ sound of s

- Read out the list given below.
- Ask students to repeat by saying out the plural words.
- Make them focus on the ending sound.

Words ending in a vowel or m, n, ng, l, b, d, g, v or r take ‘z’ sound:	Words ending in consonants other than the voiced consonants take ‘s’ sound
<ul style="list-style-type: none"> • hens • beds • birds • tubs • bugs • toes • cars 	<ul style="list-style-type: none"> • cups • bricks • halls • taps • rats

Activity 2:

- Do same like activity 1 and display the chart.
- Conduct separate activities for vegetables and fruit.

FRUIT AND VEGETABLES	
Singular (one)	Plural (more than one)
apple 	apples 
pineapple	
watermelon	
melon	
apricot	
banana	
date	
grape	
orange	
cucumber	
lemon	
carrot	
pea	
brinjal	
garlic	
ginger	
onion	
turnip	



Activity 3

- Do same like activity 1 and display the chart. Animals and birds can be done separately.

ANIMALS	
Singular (one)	Plural (more than one)
rabbit 	rabbits 
horse	
cow	
snake	
hare	
ant	
panda	
tiger	
bear	
elephant	
horse	
cat	
dog	
hen	
duck	
sparrow	
eagle	
parrot	
owl	
crow	
peacock	

Activity 4:

- Do same like activity 1 and display the chart. Most of the words are from the English textbook.

THINGS AROUND US	
Singular (one)	Plural (more than one)
tap 	taps 
cup	
fan	
jug	
soap	
clock	
train	



ball	
hat	
van	
drum	
broom	
car	
shoe	
book	
pen	
flower	
chair	
table	
tree	
toy	
umbrella	
aeroplane	
road	
bat	
bed	
bag	

Conclusion/ Sum up/ Wrap up:

- We can make plural by adding 's' at the end of the nouns.
- Letter 's' at the end of the words sometimes make /s/ sound and sometimes /z/.

Assessment:

- Write the following words on the board,
- Ask students randomly to say the plurals of the given words one by one.
- Help them to identify if the plural ends with a s or z sound.

Singular (one)	Plural (more than one)	s or z sound
1. eye		
2. crow		
3. horse		
4. chair		
5. carrot		
6. shoe		

Follow up:

Learn all the singular and plural done in the notebook.

UNIT 11: LOVE ANIMALS

TOPIC: READING A CALENDAR

**Duration:** 80 Minutes**Students Learning Outcome:**

- Point out specific information in a calendar like the name of the month, and day of the week using sight reading strategies.

**Materials:**

- Chart paper
- Coloured markers
- Tape/ glu
- Calendars

Information for Teachers:

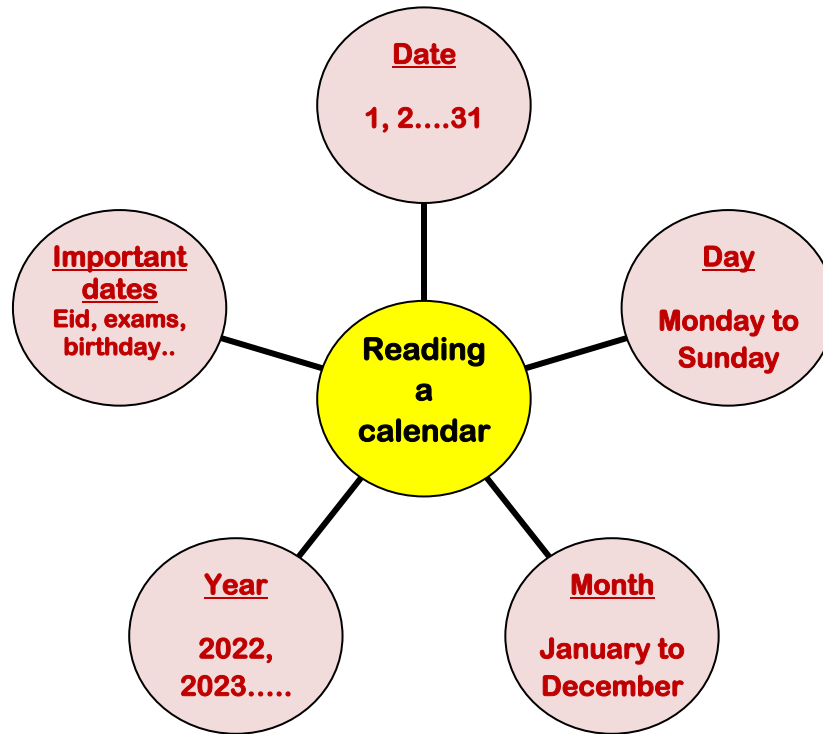
- Show a variety of calendars so the students get that the basic concept is the same. You can show a wall calendar, a table calendar and even a calendar in a mobile.
- Make a calendar display in the class and update that monthly.
- Daily have a minute session by a student on turn to tell about the date, day and year.
- Calendar helps us remember special dates. Mark students related special dates on calendar, like, exams, birthdays, holidays etc.

Introduction:

- Show a calendar to the students and ask: Do you know what this is? (Some may answer calendar. Appreciate the correct answers by clapping).
- This is a calendar. How many of you have calendars like this at home? (Let them raise hands or say I have a calendar at home).
- Where else we can find calendars? (Appreciate the correct answers: mobiles, laptop, computer).

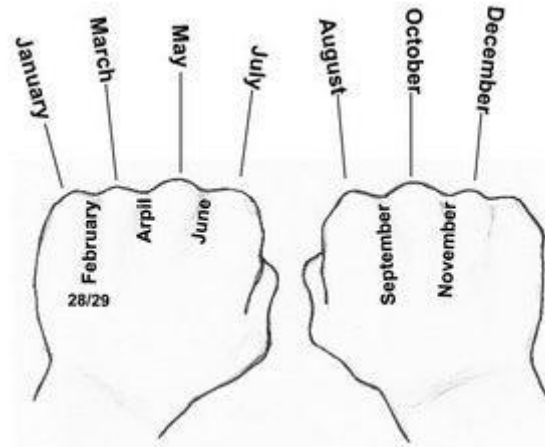
Development:**Activity 1:**

- Make a mind map for explanation, discussion and classroom display.
- Use some calendars for students' understanding.



- Tell the students that today, we are reading a calendar. (Write the topic on the board: **Reading a Calendar**)
- Tape the following mind map on the board (You can also draw on the board) for explanation. (Display the mind map in the class after discussion).
- Tape or hang calendar/calendars on a wall or board.
- Point to 'year' circle, help them read **year** and tell:
 - We see the year number on all calendars.
 - For time in the past we check old calendars. When we check our birthday year, we check past years.
 - For present time, we use this year calendar.
 - This year is 2023 (twenty twenty-two or three thousand twenty-three).
- Show a calendar and ask a few students randomly to point to the year on a calendar.
- Point to the 'month' circle, help them read and tell:
 - We see the months on calendar.
 - How many months a year? (12 months).
 - Name the months? (Ask all students to start from January and keep counting on fingers).
 - What is the name of this month?
 - Who will show me names of months on this calendar? (Call some students to point to a month and read it).
- Tell them that calendars are small so many calendars show short form of the months. (Short form) is first 3 letters of the month name.
- Point to the 'day' circle, help them read and tell:
 - We see days on a calendar.
 - How many days a week has? (7 days).
 - Name the days and count on fingers. (start from Monday).

- Calendars are small so short form is written. For example: for Monday – M or Mon is used.
- Call some students randomly in front of the class.
- Ask them one by one to point the days on a calendar.
- Point to the ‘date’ circle, help them read and tell: There is different number of days in a month. It can be 28, 29, 30 or 31. Call some students to the calendar and tell name of any month with number of days in it.
- Mention that months have different number of total days i.e. 30 or 31. Only February has 28 days but in a leap year 29 days.



- Then call a student to point on all Sunday holidays in a month.
- Then ask the students to find the special days in calendar. Hint: different colour.

Activity 2:

- Make 12 A4 sheets/chart paper pieces ready as shown in the picture below:

Year						
Month						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- Make 12 groups of students.
- Assign each group the name of a month. (One group will get one month).
- Provide the calendar table and hang some running year calendars on 4 different sides of classroom.
- Ask the class to complete the month calendar.
- Ask them to write:
 - Year
 - Name of the month
 - Dates starting from the same day as shown in a calendar

Note: Check and display the months to make one-year calendar on the wall. Keep adding special days by drawing and writing in a number box. Show students birthdays by writing name and



pastings a little candy wrapper in the date boxes. Use this wall calendar for daily 1-minute calendar reading activity on turns for everyone (according to alphabetical order).

Conclusion/ Sum up/ Wrap up:

Calendars are very important. We can see the right date, day and year in a calendar.

Assessment:

- Give the students a important days of a year written on a flashcard e.g. Pakistan day, Labour Day, Quaid e Azam's birthday and Christmas.
- Ask them to find it on the calendar.

Follow up:

- Do homework on textbook page 112, part ii.
- Learn the spellings of the months in a year and days in week.
Update the class monthly calendar with students names and cake (to show date of birth), holiday, exam days or any other special day.

UNIT 11: LOVE ANIMALS

TOPIC: PUNCTUATION MARKS

**Duration:** 80 Minutes**Students Learning Outcome:**

- Identify punctuation marks in a sentence (e.g. capitalization, comma, full stop, question mark, etc.).

**Materials:**

- Chart paper
- Coloured markers
- Tape/ glu

Information for Teachers:

- A punctuation mark is a sign that helps us understand the sentence better.
- Period, question mark and exclamation mark all can go at the end of a sentence. These are also called boundary markers to show the end of a sentence.
- We can use full stop at the end of a telling sentence. (statement)
- We can use question mark at the end of a sentence that is asking a question. (interrogative statement)
- We can use exclamation mark at the end of a sentence/phrase showing emotions. Emotion is any strong feeling such as excitement, surprise, horror, anger etc.
- Display the chart of activity 1 and activity 3 in the class.
- Begin with the full stop and question mark. In the next lesson do the exclamation mark and comma.
- Comma has several functions, but for class 1 only introduce the following:
 - Lists:** The function of separating items in a list e.g. apple, orange, banana, grapes and mango.
 - Dates:** Separate the month from a year e.g. 25 March, 2022.
 - Addresses:** Separate the city from a country e.g. Lahore, Pakistan.
 - After yes, no, please in a sentence:** e.g. Yes, I have a book. No, thank you.

Introduction:

- Make punctuation chart. Tape it on the board.

Punctuation Marks			
comma	full stop	question mark	exclamation mark

- Help students read and draw the marks on the board.
- Keep calling the students randomly and tell the names of the marks.
- Ask them to draw punctuation marks on the board.
- Do it for several minutes until they identify the marks along with their function.
- Help them understand that punctuation marks help in better reading and understanding.

Development:

Activity 1:

- Explain the following rules to the class with the help of the chart.

Punctuation Marks	
 full stop	<ul style="list-style-type: none"> • at the end of a telling sentence (Lahore is a big city.)
 question mark	<ul style="list-style-type: none"> • at the end of a telling sentence (Is Lahore a big city?) (Why are you writing?)
 exclamation mark	<ul style="list-style-type: none"> • at the end of a sentence to show strong feeling: surprise, anger, happiness (Stop pulling my hair!) (Wow! What a great shot!) (I hate you!) (Please, help me!) Wow! Hurray! Ouch! Help! Oh!

, comma	<ul style="list-style-type: none">• lists (I have paper, pencils and markers)• dates: (June 10, 2022)• city and state (Lahore, Pakistan)• after yes, no, please in a sentence (Yes, I have a book)
--------------------------	---

Activity 2:

- Prepare the following chart prior to teaching.
- Explain with the help of the chart and display it.
- Ask the class to open the story of “The Hare and the Tortoise” and circle all the capital letters in the start of a sentence.
- Draw their attention to the fact that all sentences begin with capital letters.
- Ask them to mark the end punctuation marks. (full stop, question mark, exclamation mark).
- Help the students do pair checking after this.

Beginning of a sentence

Today is rainy.

I am fine.

Activity 3:

- Ask students to open textbook page 45, learning to speak, part i.
- Read the dialogues with the help of punctuation marks.
- Make the students follow you.
- Tell them that we do not say the names of punctuation marks but we follow the rules

i. Read and practise the given dialogue.

1. Father, could you buy me some snacks?

2. Yes, sure!

3. Thank you, father!

4. You are welcome.

Activity 4:

- Draw the question mark on the board.
- Ask students to look for questions at the end of a unit.
- Ask them to circle the first word.
- Encourage them to identify the question words *who, what, where, when, how, why*, etc.
- Explain that these are question words.
- Tell them that a question mark is used with the question words to form questions.
- Tell the students that we ask questions when we want to know something.

Activity 5:

- Write the following on the board:
 - *Stop
 - *Help



- *Wow
- *No, I will not
- *We won
- *Thank you so much

- Help them read the words and phrases.
- Ask them to put an exclamation mark to all words and phrases.

Conclusion/ Sum up/ Wrap up:

Recap the rules of punctuation and capitalization with examples by the students.

Assessment:

- Write the following on the board.
- Call students randomly and ask to add the relevant punctuation mark.
- Give feedback/make corrections on the spot.
- Rewrite using capital letters and punctuation marks.
 1. i am a brave boy
 2. yes, I am fine
 3. how are you
 4. Wow
 5. You can eat apples mango melon and banana

Follow up:

Do textbook page 115 part iii and iv.

UNIT 11: LOVE ANIMALS

TOPIC: RHYMING WORDS

**Duration:** 80 Minutes

Students Learning Outcomes:

- Identify and articulate simple rhyming words in text.
- Recognize and write rhyming words from a poem.



Materials:

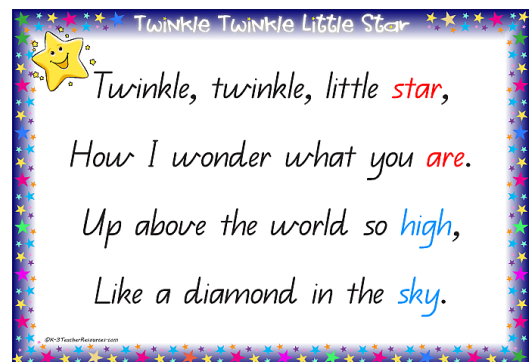
- chart papers
- coloured markers

Information for Teachers:

- **Rhyming words** have same ending sound.
- Rhyming words may have same ending spellings but they rhyme because of ending sound.
- Rhyming words are very helpful in reading words.
- They do our automatic correction and build reading fluency by recognizing sound patterns of a language.
- The words **one** and **fun** have same ending sound but different spellings.
- Display the poem chart papers in the class. Use same colour for the pairs of rhyming words.

Introduction:

- Ask any student to sing the poem for the class. Clap for the volunteer.
- Let the class sing it together softly. Clap for the class.
- Then ask:
 - Why do you still remember this poem?
 - Is there any magic in this poem/rhyme?
- Listen to all the answers and appreciate if someone tells about rhyme or same sound.



Development:

Activity 1:

- Prepare the following rhyme display chart with same colours for the rhyming words.
- Tape the chart on the board.
- Give the following directions to the students:
 - Close your eyes and listen to the words. (The teacher will say 'star' 'are').
 - Now look at the red words in the poem. Do you feel anything same?
 - Close your eyes and listen to the words. (The teacher will say 'high' 'sky')
 - Try to feel the same ending sound and share with the class.
- Tell the students that rhyming words also help in reading correctly. They also help in memorizing rhymes and poems.
- Tell students that 'star' and 'are' are rhyming words.
- Ask them if they can think of more rhyming words.
- Give the example of the words 'high' and 'sky' which are rhyming words.
- Ask students to say a word that rhymes with them.

Activity 2:

- Prepare the following chart for the lesson and class display.
- Sing the poem for the students one time.
- Then ask the class to sing along.
- Now point to the words, read and explain the poem.
- Help the students find and learn the pairs of rhyming words in this poem.
- Write one word on the board and call the students to write the other one.

- | | |
|---------|--------------|
| 1. five | <u>alive</u> |
| 2. ten | <u>again</u> |
| 3. go | <u>so</u> |
| 4. bite | <u>right</u> |



Conclusion/ Sum up/ Wrap up:

- Same ending sound words are called rhyming words.
- Rhyming words help in reading and memorizing rhymes and poems.

Assessment:

- Write the given words on the board.



- Call students randomly to the board.
- Say a word and ask the students to find its rhyming word/s.
- Give feedback/make corrections on the spot.

1. star	pen	car	jam	hat	far
2. high	book	van	sky	why	what
3. five	drive	bee	hive	alive	put
4. yes	no	not	dress	gas	mess
5. right	rat	tight	bite	light	rope

Follow up:

- Homework: Discuss English textbook, part ii and iii of Language Focus, on page 113 and give as homework.
- Learn the spellings of all the rhyming words done in grade 1.



ENGLISH-I		
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جملہ حقوق بحق ناشر قائد اعظم اکیڈمی فار ایجوکیشنل ڈویلپمنٹ پنجاب محفوظ ہیں اور اس پر حقوق نسخہ کے تمام قوانین نافذ العمل ہیں۔ اس کتاب کو معزز اساتذہ بچوں کی تدریس کے امدادی مواد کے طور پر استعمال کر سکتے ہیں لیکن اس کے مواد کے کسی حصے یا پوری کتاب کو از خود بغیر اجازت چھپوانا ممنوع ہے ایسی صورت میں ادارہ ہذا قانونی چارہ جوئی کا حق رکھتا ہے۔

English Teachers' Guide



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