

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

Teachers' Guide

Lesson Plans

Grade
4



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-IV		
Sr. No.	List of Selected Student Learning Outcomes (SLOs) & Unit of Textbook	No. of LPs
Unit 1: Great Caliph of Islam		
1.	Use pre-reading strategies to predict the content / vocabulary of a text from pictures and title etc., by using prior knowledge.	
2.	Apply critical thinking to interact with text using intensive reading strategies (while reading) to: <ul style="list-style-type: none"> ➤ Skim through common graphical features such as picture, table and illustration in text to increase understanding. ➤ locate/ scan specific information to answer short questions ➤ predict what follows in the text using context and prior knowledge ➤ guess meaning of difficult words from context ➤ use context to infer missing words ➤ identify facts in the text ➤ identify an opinion in the text (as indicated through these words; think, feel, believe, etc.) 	1
3.	Use critical thinking to respond to the text (post reading): <ul style="list-style-type: none"> ➤ apply world knowledge and own opinion to the text read. ➤ relating what is read to their own feelings and experiences. ➤ expressing an understanding of story. 	1
4.	Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.	1
5.	Articulate and practice words containing digraphs, tri-graphs, and silent letters.	1
6.	Classify adjectives of quantity, quality, size, shape, colour, and origin. Recognise and use adjective of origin.	1
7.	Write sentences of their own using correct capitalization, punctuation, and spellings. Use capitalization according to the rules learnt earlier.	1
Unit 2: Beauty of Nature		
8.	Recognize that a simple paragraph comprises a group of sentences that develop a single main idea: <ul style="list-style-type: none"> ➤ The main idea of a paragraph is given in the topic sentence. ➤ Other sentences in the paragraph support the topic sentence. 	1
9.	Create a short poem using the suggested rhyming words.	1
Unit 3: The Journey of Chocolate		
10.	Pronounce and practise long and short vowels as they occur in practice items and sentences in reading lessons and in speech.	1
11.	Use some words showing position, time and movement.	1
Unit 4: Pride of Pakistan		
12.	Identify in text, and change part of speech in a given word.	1



13.	Locate, provide and use words similar and opposite in meaning.	1
14.	Recognize helping verbs as aiding the main verbs.	1
15.	Write simple descriptive paragraphs. Use appropriate vocabulary and tense to write a simple paragraph by giving description of a person/object/place.	1
Unit 5: Thank you, Load		
16.	Locate, identify, differentiate between, and use some simple pairs of words including homophones.	1
Unit 6: Valuing Others		
17.	Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board.	1
18.	<ul style="list-style-type: none">• Break up some common compound words into words they are made of.• Use common compound words in speech and own writing.	1
19.	Write sentences of their own using correct capitalization, punctuation and spelling.	1
20.	Write simple narrative paragraphs. Use appropriate vocabulary and tense to write a simple paragraph by narrating an activity from immediate surroundings.	1
Unit 7: Colours of Pakistan		
21.	<ul style="list-style-type: none">• Pronounce and practise long and short vowels as they occur in practice items and sentences in reading lessons and in speech.• Pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute.• Pronounce short vowel sounds 'i' as in bit, /o/ as in cot, /u/ as in sun.	1
22.	Write short text in speech bubbles in cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.	1
Unit 8: Good Study Habits		
23.	Use some strategies to gather ideas for writing, such as brainstorming.	1
24.	Recognise and use: <ul style="list-style-type: none">➤ I, we, you, they, it, etc. as subjective case➤ me, us, you them, it, etc. as objective case and➤ mine, our, your, his, her, etc. as possessive case of personal pronouns. Distinguish between and use the pronouns as subject, object and for possession.	1
25.	Illustrate the use of can /cannot and, may/may not.	1
26.	<ul style="list-style-type: none">• Recognize that an adverb qualifies verbs, adjectives and other adverbs.• Identify and use simple adverbs of manner.• Identify and use simple adverbs of time.	1
27.	<ul style="list-style-type: none">• Read short notes written for different purposes to write short notes of their own to friends and family members	1



	<ul style="list-style-type: none"> Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: Purpose, Date and time, Venue, Name of addressee and sender. Write guided replies accepting the invitation. 	
28.	<ul style="list-style-type: none"> Read short notes written for different purposes to write short notes of their own to friends and family members Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: Purpose, Date and time, Venue, Name of addressee and sender. Write guided replies accepting the invitation. 	1
Unit 9: Manners		
29.	Recognize and practise that ed has three sounds i.e. “d”. “t”, “id” through context.	1
30.	Demonstrate conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> engage in conversation. introduce themselves and others. introduce self and others. take turns use polite expressions to seek attention agree/ disagree politely lead and follow express needs and feelings express joy, sadness and anger describe local events. 	1
31.	Use some common similes in speech and writing e.g. as black as coal.	1
32.	Identify and use should/should not to express permission and prohibition.	1
33.	<ul style="list-style-type: none"> Recognize the function of more joining words. Demonstrate use of ‘and’, ‘or’ and ‘but’. 	1
34.	Write sentences of their own using correct punctuation i.e. full stop, question mark, exclamation mark and comma.	1
35.	Identify and write the central idea of a given poem in simple language.	1
Unit 10: Be Aware, Be Safe		
36.	Recognize briefly story elements; <ul style="list-style-type: none"> ➤ Tell when and where the story is set ➤ Describe the characters in a story ➤ Express preferences about them. Retell a story in a few simple sentences. Identify the elements of a story: <ul style="list-style-type: none"> ➤ Plot- Beginning, middle and end of a conflict and resolution ➤ Human, animal, imaginary characters and their roles ➤ Setting 	1



	Write a guided story using the elements of story writing	
37.	Recognize briefly story elements; <ul style="list-style-type: none">➤ Tell when and where the story is set➤ Describe the characters in a story➤ Express preferences about them. Retell a story in a few simple sentences. Identify the elements of a story: <ul style="list-style-type: none">➤ Plot- Beginning, middle and end of a conflict and resolution➤ Human, animal, imaginary characters and their roles➤ Setting Write a guided story using the elements of story writing	1
38.	Recognise the cases of pronouns, i.e. subjective case, objective case and possessive case.	1
Unit 11: The Fox and the Stork Unit 13: Little Things		
39.	<ul style="list-style-type: none">• Illustrate the use of question words learnt earlier.• Identify and use question words when, how many, and how much, etc.• Recognize the function of more wh forms used in questions.• Respond to, and ask more wh questions.	1
Unit 12: Time to Think!		
40.	Recognize and use the structure of Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/ recount.	1
41.	Demonstrate the use of conventions of letter writing: <ul style="list-style-type: none">➤ Address➤ Date➤ Salutation➤ Body➤ Closing	1
42.	Write a guided informal Letter.	1
43.	<ul style="list-style-type: none">• Write simple expository paragraphs.• Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.	1
44.	<ul style="list-style-type: none">• Write simple expository paragraphs.• Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.	1
Unit 13: Little Things		
45.	Identify and make simple sentences to show instructions, commands, and strong feelings.	1

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Unit: 1 Great Caliphs of Islam
Topic: Pre-reading Strategies

Duration: 80 Minutes

**Students Learning Outcome:**

- Use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.

**Materials:**

textbook pages 2 and 3, board

Information for Teachers:

Pre-reading strategies are very useful teaching approaches. They are designed to guide students about the text before reading and revise, recall background knowledge before they begin exploring a new text. These strategies target students' reading comprehension skills by giving them the tools they need to become active, successful readers.

Pre-reading strategies to increase comprehension

- Use pre-reading strategies before students read a text, this should increase all students' comprehension of the text.
- Take seven to ten minutes to build word and background knowledge.
- You can use different methods and pre-reading strategies to create interest in text before starting new reading. Suggested activities:

Identification of the main concepts through:

- Picture/pictures
- A film
- Discussion
- Objects
- Storytelling
- Experience sharing

For example, you can bring a real frog or picture of frog to class before reading a frog story.

3 Steps pre-reading strategies

- Step One: Previewing the Text
- Step Two: Setting a Purpose for Reading
- Step Three: Making Predictions

4Ps pre-reading strategies

Pre-reading includes four steps:

- **Preview**
- **Predict**
- **Prior knowledge**
- **Purpose**

These steps can be remembered by thinking of them as '4 Ps. '

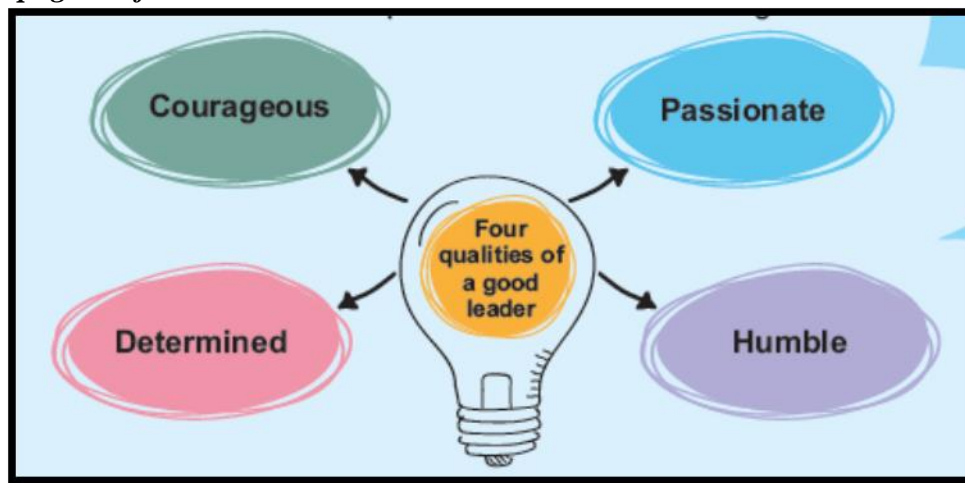
Teaching tips

- Do motivating activities for learners.
 - You can use any activity that creates students' interest in the text and motivates them to read it.
- Do not immediately provide the answers to the questions asked.
- Encourage discussions and short questions to come to the right answers.

Introduction

- Initiate the lesson by showing the picture/graphical organizer given below (given in "Getting Started" section for this and other units).

Refer to page#2 of the textbook



- Ask students to think about an organizer/picture.
- Make them predict by asking questions from them to check their understanding.
- Ask different questions from them.
- Suggested questions are:
 - What do you see in this picture?
 - What is the message shown in this picture?
 - What do you understand out of this picture?
 - How would you define this picture?
 - What do you think you are going to read?

For other units

- What is happening in the picture?
- What will you do if you have to face this situation?
- Who are the characters in this picture?
- Have you ever visit any historical place?
- Have you ever participated in any competition?
- Encourage them to share their ideas.
- Use their answers as reference to predict about content/ vocabulary.
- In this way, bring them towards the concept of prediction.
- Encourage them to participate.



Development

Activity 1

- Ask students to open their textbooks at page 2.
- Instruct them to look at the picture and read text carefully and try to decipher the meaning.
- Ask students to share their point of view and ideas with class fellows.
- Ask questions from the students given as a pre-reading strategy in “Let’s Talk” section.
- Do you want to be a leader? Why?
- Which leadership qualities do you want to have?
- Why is determination important for a leader?
- Tell them that before reading (pre-reading) asking questions help us to predict the text and create interest in the lesson.
- Clarify any ambiguities that hinder the understanding of the “Getting Started” section.
- Encourage them to answer the given question. Appreciate them for their correct responses.
- Make them predict about the upcoming content and make them to share their opinion. Appreciate their responses.

Activity 2

- Write the title “Great Caliphs of Islam” on the board.
- Ask students in an energetic tone, “If anyone has any information related to Caliphs of Islam?”. Note their responses.
- Read the question given on page 2 in “Pre-reading” section.
- Now, ask students to predict what they think that the unit will be all about.
- What would be the content and vocabulary?
- Take students’ feedback and appreciate them on the spot.
- Use their answers as examples to teach them prediction.
- Tell them that we usually predict an action or activity by using our prior knowledge or contextual clues like setting, participants etc.
- Briefly explain the terms contextual ‘clues’, ‘setting’, ‘participants’, etc. to help the predicting the next events.
- Explain to students to questions for clarity and understanding. Then encourage them to ask questions.

Conclusion/ Sum up / Wrap up

Wrap up the lesson by asking students what they have learnt today. After getting their feedback, briefly explain the concept again for clarity.

Assessment

Make pairs of students. Ask them to recall the ideas and thoughts given in the “**Getting Started**” section. Encourage them to share with each other what did they learn in it?

OR



Ask a student to share his favourite story and other students can predict the next happenings of the story.

Homework

Read page #2 and 3 of the textbooks at home while underlining difficult word for the next class

Note: Model Lesson plan for the section

“Getting Started and Pre-reading”.

- Above given lesson plan will be used as a template that can be modified and used for other units.

Unit: 1 Great Caliphs of Islam

Topic: While-reading strategies



Duration: 40 Minutes



Students Learning Outcomes:

apply critical thinking to interact with text using intensive reading strategies (while-reading) to:

- locate/ scan specific information to answer short questions.
- **Note: Other units while- reading SLOs**
- predict what follows in the text using context and prior knowledge.
- guess meaning of difficult words from context.
- use context to infer missing words.
- identify facts in the text.
- identify an opinion in the text (as indicated through these words; think, feel, believe, etc.).



Materials:

textbook pages 2 and 3, board

Information for Teachers

- While-reading- asking questions during reading helps us to comprehend the text.
- A fact is a proven truth, whereas opinion is a personal view, that represents the outlook of an individual, which may or may not be based on the fact.

Teaching tips

- Don't immediately provide the answers to the questions asked.
- Encourage discussions and short questions to come to the right answers.
- Discuss by asking 5 **Ws** and 1 **H** questions i.e. what, why, when, who, where and how.
- Five **Ws** and one **H** questions can help them to extract specific information from the text.

Introduction

Elicitation about facts and opinions

- Write a few facts and a few opinions on the board e.g:
 - I always like to eat rice.
 - Islamabad is the capital city of Pakistan.
 - The smell of the roses is the best.
 - Badshahi Masjid is in Lahore.
 - English is my favorite subject.
- Ask them whether the above sentences are facts or opinions.

- Tell them to share why they think it is an opinion or a fact.
- Discuss that when we start forcing our opinion on others, arguments start so we must accept other's opinions for good relations.

Development

Activity 1

- Instruct the class to open Unit 1. The Great Caliphs of Islam pg. 2 and 3 of their English textbook.
- Tell them to underline the following new words in their textbooks while-reading after you and trying to guess their meanings from the context.
 1. **kind hearted** = caring, generous and kind person
 2. **elected** = choose someone for a position by voting
 3. **opponent** = a person who rejects, opposes or refuses to take someone's side
 4. **distinguishes** = to separate or find differences
 5. **generous** = a person who is always willing to share and give others
 6. **instantly**= at once, without delay
 7. **martyrdom** = to sacrifice your life for the sake of Allah
 8. **treaties**= a written agreement between two parties / countries
 9. **courageous**= very brave person
- Clarify any ambiguities that hinder the understanding of the text.
- Reread the lesson text aloud and ask them to read after you. Ask questions orally given in the 'while-reading' section to check their comprehension.
- Ask the four questions one by one given in the while-reading chunks/sections on pg 2 and 3 for better understanding to answer the questions later.
- Encourage them to answer the given question. Appreciate them for their correct responses.

Book text as reference:

While-reading Who was the first man to accept Islam?	While-reading What is the meaning of Al-Farooq?	While-reading When did Hazrat Usman (رضي الله عنه) accept Islam?	While-reading Who was the first child to accept Islam?
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Activity 2

- Instruct the whole class to underline at least 5-6 facts from pg. 2 and 3.
- Share their facts in the class and tell why they select them as facts.

Activity 3

- Instruct the class to work in pairs
- Ask them to find the answers of the following short questions from pg. 2 and 3.
 1. What was the title of Hazrat Abu Bakar Siddique?
 2. Who gave Hazrat Umar the title of Farooq?
 3. What was the name of Hazrat Ali's father?
 4. How old was Hazrat Ali when he accepted Islam?



5. What was the name of Hazrat Ali's wife?

Conclusion/ Sum up / Wrap up

Conclude the topic by asking them short questions from the text. Also ask their opinion about the main ideas of the text.

Assessment/ Homework

Check their understanding by asking different short questions from the text.

- Ask them to write the answers of these questions in their notebooks.

Note: Model Lesson plan for the section "While-reading".

Above given lesson plan can be used as a template that can be modified and used for different "while-reading SLOs".

Unit: 1 Great Caliphs of Islam
Topic: Post-reading strategies

Duration: 80 Minutes

**Students Learning Outcomes:**

After completing this lesson, students will be able to:

- Use critical thinking to respond to the text (post reading):
 - apply world knowledge and own opinion to the text read.
 - relating what is read to their own feelings and experiences.
- expressing an understanding of story.

**Materials:**

- Prepare a graphic organizer on a chart paper/page/board
- Textbook page 4

Information for the teacher

- The reading content of a passage gives students the opportunity to:
- review
- summarize
- react
- relate to the reading content.
- Different strategies are used in this scenario to make them engage productively and efficiently. Activities such as debates, role-plays, games, and discussions take place in small and large groups, as well as with the entire class also helps them in socializing.
- Some post-reading exercises also assess how well the students have comprehended the reading material, and they often consist of a text followed by questions that check the comprehension of specific details, main ideas, and inferences.

Introduction

- Begin the session by making them recall the unit/previous text (e.g. recalling the lesson “Great Caliphs of Islam”) by asking different questions.
- Suggested questions are:
 - What do they remember about the text?
 - What kind of information did they get while reading it?
 - What was the lesson/story all about?
- Appreciate their responses. Use their answers to bring them towards critical thinking.



Development

Activity 1

- Instruct students read the passage using any one of the following methods:
 - Individually
 - Group reading
 - Jigsaw reading
 - Loud reading
 - Skim and scan
 - In-depth reading
- After reading activity, tell students that today they are going to learn different questions related to the unit.
- Write some questions related to the lesson on the board for their better understanding.
- Ask students to open their textbooks at page 4. Read each question from the ‘post-reading’ section aloud.
- Now encourage students to find the answer of each question on their own and raise their hands one by one to give the answers.
- Appreciate them for their correct answers. Correct them if they give wrong answers.
- After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers with correct spellings by spot checking.
- Praise the students who finish their work first to boost their confidence.

Post Reading/ Critical thinking Activities

- Tell students that today they are going to use critical thinking to respond to the text and to develop their answers in a critical manner.
- Tell them that critical thinking involves searching out for main idea, reasons behind any event, information related to particular event, use of examples.
- Make them share their own ideas and thoughts related to the text. Appreciate their responses.
- *Use any of these activities for involving students in critical thinking tasks. Explain student that critical thinking is a post-reading act.*

Note: Select any one or two activities for a period can be used by the teachers

Post reading Activity 1- Fact File

- Show the student the following graphic organizer and tell them that it is a fact file.
- Ask a student voluntarily to read the lesson text.
- Briefly tell about the lesson and its main points.
- Divide students into pairs. After reading this lesson, ask them to write their findings on a piece of paper. Discuss the findings about this lesson with each pair and make their concepts clear regarding the lesson concept.
- Ask them to fill the fact file and check the list.



Fact File

Lesson/ Story Name: _____
Character Name: _____
Occupation: _____
Education: _____
Significant life events: _____
Character's Viewpoints: _____

Post reading activity 2 - Think Pair Share

Think:

- Begin this activity by asking a specific higher-level question or ask question from post-reading section about the text or topic.
- Ask students "think" about what they know or have learned about the topic for 2-3 minutes.

Pair:

- Get students into pairs.
- Ask students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

Share:

- Once partners have had ample time to share their thoughts and have a discussion.
- Ask students to share their idea with whole-class and have a discussion.
- Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.
- After the class discussion. Ask students at random to share how their thinking perhaps changed as a result of the "share" element.

Post reading activity 3- WH-Organizer

- Write down 'WH-Organizer' on the board and ask students what they know about it.
- Draw the WH-Organizer table with questions on the board.
- Tell the students how it can be helpful for critical thinking.
- Provide students with worksheets. Read the statement carefully and ask them to solve it.
- Help them if need be. Check their work.

Note: This activity can be done individually, in pairs or as a whole class activity on board.

WH-Organizer chart

What	What has happened? Tell in one line.
Where	Where did it happen
How	How the issue was resolved?
When	When did it happen? State the time and place.
Why	Why do you like/ dislike it?

Post reading activity 4- 321






Ask the students to talk about:

- 3 things that you have like/disliked about the story.
- 2 things that you wanted to change.
- 1 thing which is still not clear.

Post reading activity 5- Metacognitive markers

- Ask the students to write the following in their copies:
- Students will be writing in the following organizer.
- This activity can be done individually, in pairs or as a whole class activity on board.
- Ask them to make a drawing with the writing as well. The worksheet can also be made.

Metacognitive markers

	Surprising event
	a confusing point
	A comment or thought on anything
	Your favourite part
	The most entertaining dialogue or moment.

Conclusion

- Summarize the key concepts with your students.

Assessment

- Ask students about their feedback related to the read text. In what way it was helpful? Appreciate their responses.

Homework

Learn class work at home.

Note: Model Lesson plan for the section “post-reading”.

- Above given lesson plan will be used as a template that can be modified and used for different “post-reading SLOs”.
- Continue with other post-reading SLOs given in different book units.

Think-Pair-Share Chart for teachers

for 30 seconds	turn to your neighbor	with the whole class
for 1 minute	walk across the room	with another group
during class	group size = 2	verbally
before class	group size = 3 or 4	in writing
THINK	- PAIR -	SHARE
Ask students to respond to a question independently.	Have students compare answers in small groups.	Ask students to share their work with the class.
with pen and paper	come to consensus	via polling software
or a laptop	agree to disagree	via whiteboard
in writing	explain your reasoning	class discussion
as you doodle	share your opinion	time for telling
©derekbruff		

Unit I: Great Caliphs of Islam

Topic: Greetings and Routine Social Courtesies



Duration: 40 Minutes



Students Learning Outcome:

By the end of this topic students will be able to:

- identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.



Materials:

- board, textbook pg.5, 6 and flash cards (given below)

Information for Teachers:

New concepts

- Formulaic expressions are words and phrases used to communicate in everyday situations e.g. how are you? May I come in the room? Thank you.
- Formulaic expressions depict good manners and nice behavior.
- The words used for expressions depend on the gender, age and status of the addressee, for example when someone says: Good morning, how are you?
- Reply depend on the gender, age and status of the addressee as:

Expression	Addressee
Morning, very well.	Friend/class fellow
Morning, fine thanks mom/dad.	Parents
Good morning, I am fine sir/ ma'am, Thank you.	Teacher/ neighbor
Good morning, fine thanks a lot.	Grandparents
Good morning, I am fine, Thanks.	Stranger(same age)

Teaching tips

- The concept of Formulaic expressions must be explained with examples from daily life.
- Discuss its importance with reference to good behavior and social norms.
- Introduce by starting with the familiar expressions used in various situations e.g. thank you, May I borrow your book? Please help me to complete the work. I am very sorry etc.
 - Explain to the students that basic courtesy demands that we must change the words as per the person we are talking to e.g. saying hello is acceptable if we are meeting our friend

but if we are talking to an elder we should not use Hi or hello. Rather saying Assalamu Aliakum would be appropriate.

- Encourage them to share the Formulaic expressions that they are using in their daily life.
- While teaching this lesson, you should use or refer textbook text for practice and where needed.

Introduction:

Brainstorming

- Write the following words on the board or use given flash cards and ask the whole class to tell you when these words/ expressions are used.
- Fine thank you, please, may I? You are welcome, I am sorry, Hi. Hello, thanks a lot, bundle of thanks
- Use the flash cards to clear the concepts
- Involve the whole class
- Encourage the shy ones to participate too.
- They may add new formulaic expressions to the words written on the board.

Flash cards





Development

Activity 1

- Draw a chart on the board by referring to the given example.
- *(Note: For extra talented students, you may use this strategy. Write the expressions in the given column and ask the students to fill the Addressee column. Encourage them to identify the right choice and appreciate their answers.)*

Formulaic Chart

Expression	Addressee (to be filled by students)
Thank you	Class fellow, friend, elder or young person
Hi, hello	Friends or class fellows
Assalamu Alaikum	Every one
May I take it?	From the person we want to borrow or take something
How are you?	Every one
Here you are	When we want to give something to some one
I am sorry	Every one
May I come in?	From the person we want to take permission
You are welcome	When we want to reply to someone who says thank you to us
Please	When we want to request someone

Activity 2

- Call at random 2 pairs of students in front of the class for role-play.
- Pair 1: Give the situation where one has to thank his/ her grandparents.
- Pair 2: Give the situation on pg. 5 of the English textbook.
- Encourage them to use the formulaic words in their dialogues.
- Appreciate and motivate by clapping for both the pairs
- Ask other students to add more expressions into their dialogues.

Activity 3

- Tell students that today they are going to read a dialogue of formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.
- Instruct the whole class to open their English textbook pages 5 and 6.
- Tell them to work in pairs.
- Go through the exercise of learning to speak on pg. 5 and 6.
- Instruct them to read the given greetings and fill in the blanks in the speech bubbles by using the given word banks.
- Tell them to write in their textbooks.
- Encourage them to practice the given dialogues for better understanding.
- Tell them that if they want to express their feelings or want to communicate with others, they should use different polite words and social courtesies in our conversation to make

other person feel appreciated and respected. Make pairs of students and ask them to practice the given dialogue.

Book page as reference:

2. Learning to Speak

i. Read the given greetings and fill in the blanks using the words from the word bank.

Yes, we can. I am fine. Thank you!
Wa Alaikum Assalaam Yes, I am. And you?

Sadia: Assalamu Alaikum! Ayaan: _____

Sadia: How are you? Ayaan: _____

Sum up:

- Conclude the lesson by asking students to recap the lesson. Ask them what formulaic expressions and greetings are and why are they important?
- Tell them that these expressions are very important and they help us in our daily life.

Assessment

- Assess students through their responses when attempting the exercise on pgs. 5 and 6.
- Write some situations (e.g. you are at book shop, and you want to know what kind of books the shop has, your friend tells you that her grandfather will visit her in this week, you meet you friend in market and want to talk you, your compliment your friend on his watch, etc.) on the board. Call students at random and ask him/her to choose any situation. Then ask him/her to express his/her emotions according to that situation.

Follow up

- Ask students to practice these formulaic expressions at home with their family members.
- Tell them to explain to their family the importance of these expressions.
- Ask students to think, share and use some more formulaic expressions of greetings and routine social courtesies in their daily conversation.

Note: Model Lesson plan for the section “Learning to Speak”.

- Above given lesson plan will be used as a template that can be modified and used for different “Listening and Speaking” SLOs.
- Continue with other oral communication SLOs given in different book units.
- Make students recall the rules of conversation through the use of dialogues. Teacher will divide students in pairs, and will give them different situations according to SLOs demand. Each of the pair has to role-play or develop a dialogue on the given situation. Teachers will monitor the work of students if they are using the rules of conversation appropriately.

Unit 4: The Pride of Pakistan

Topic: Digraphs, Trigraphs and Silent Letters



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- articulate and practice words containing digraphs, tri-graphs, and silent letters.



Materials:

- Chalk/marker, white-/blackboard
- textbook page 6 and 7
- ice-cream sticks
- Video Resources

Information for Teachers

- *Digraphs* are a combination of two particular letters that make one distinct sound. Consonant digraphs are ‘sh’, ‘ch’, ‘wh’, ‘ph’ and ‘th’. Consonant digraphs are two consonants that, together, represent one sound. For example, the consonants “p” and “h” form the grapheme *ph* that can represent the /f/ sound in words such as “nephew” and “phone.”
- *Triagraphs* are a combination of three particular letters that make one distinct sound. Consonant three are three consonants that, together, represent one sound. For example, the consonants “tch” that can represent the /tʃ/ sound in words such as “watch” and “pitch”.

Teaching Tips

- Pay extra attention to these students and help them in understanding digraphs, tri-graphs, and silent letters. Sit with them; guide them what is the difference between letter sounds and digraphs, tri-graphs and letter sounds. Also explain sometime letters are present in the words but they don’t pronounce. You can also write different words and underline digraph, trigraph and silent letters in them while explain the concepts.
- Pass on A4 size plain page to the students (For extra talented students). Ask them to find out more words that have digraphs, tri-graphs and letter sounds from the textbook on their own without your help and write them on the page.
- Use different video resources for students’ better understanding.
<https://www.youtube.com/watch?v=7IrpGUB2Mao>
https://www.youtube.com/watch?v=NK8_Tvu6bJk



Introduction

Greet the students. Ask them how they have been. Wait for their responses.

Warm up

- Prepare some ice-cream sticks and bring them to the class. Write some digraphs and trigraphs on them. Call some students at random and ask them to pick any ice-cream stick, read that digraph or trigraph aloud and make a word with it. Appreciate them for their correct responses.

Development

- Tell students that they are going to learn digraphs and trigraphs. Have students recall the concept of digraphs. Tell them that a digraph is a combination of two letters pronounced as a single sound.
- Now have them recall the concept of trigraphs. Tell them that a trigraph is a combination of three letters pronounced as a single sound. Tell some examples and write them on the board.
- Tell some examples and write them on the board.
- Ask them if they know what silent letters are. Tell them that silent letters are not pronounced in words.

Activity 1

- Ask them to open their textbooks at page 6.
- Read the statement (ii) from the 'Reading Comprehension' section. Ask them to read the given paragraph.
- Ask them to read and say the highlight words with their initial and final sounds aloud.
- Explain the concept of digraphs, trigraphs and silent letters by pronouncing words with them aloud and ask them to read them after you 3-4 times.
- Consonant digraphs are two consonants that, together, represent one sound. For example, the consonants "p" and "h" form the grapheme *ph* that can represent the /f/ sound in words such as "nephew" and "phone."
- Consonant three are three consonants that, together, represent one sound. For example, the consonants "tch" that can represent the /tʃ/ sound in words such as "watch" and "pitch".
- Ask them to notice the highlighted digraphs, trigraphs and silent letters and their different sounds in words.

Activity 2

- Write some words having digraphs, trigraphs and silent letters on the board.
- Now call some students and ask them to identify the digraphs, trigraphs and silent letters.
- Underline the digraphs, circle the trigraphs and tick the silent letters with a coloured board marker or chalk.
- Also, ask students to pronounce those digraphs, trigraphs and silent letters loudly for the whole class.
- Correct their pronunciation of the words if they say them wrong.

Activity 3

- Make three columns on board with the headings of digraphs, trigraphs and silent letters.
- Hold a competition by dividing the class into three groups.
- Ask students to suggest three words that would go under the headings in each of the columns on the board.
- Let the groups take turns, scoring one point for each correct answer.
- The team that gives more answers that are correct will be the winner.

Activity 4

- Ask them to open their textbooks at page 7.
- Read the statement (iii) from the 'Reading Comprehension' section. Ask students think and write at least two words with each given digraph and trigraph.
- Now read the statement (iv) from the 'Reading Comprehension' section.
- Ask students to make a list of five words with silent letters used in the unit or write any five words with silent letters.
- Encourage them to do their work on their own.
- Take rounds while they are doing their work. Help them if need it.
- Ask them to write neatly with the correct spelling.

Conclusion:

Summarise the key concepts of digraphs, trigraphs and silent letters with your students. Have them revise the definitions of digraphs, trigraphs and silent letters.

Assessment:

Ask students to share more examples of digraphs, trigraphs and silent letters.

Follow up:

Make a list of five words using different digraphs, trigraphs and silent letters.

Book pages as reference

Page 6

ii. Read the following paragraph and notice the digraphs, trigraphs and silent letters.

Hazrat Umar (رضي الله تعالى عنه) was the second caliph. He was known for his discipline and administration. In his reign, the Islamic empire stretched to Persia, Rome and Egypt. He granted scholarships to the poor. He is a role model for Muslims. Muslim leaders should follow in the footsteps of Hazrat Umar (رضي الله تعالى عنه) if they want to rule with justice.

Read Me

A digraph is a group of two letters that makes a single sound. When two consonant letters combine to make one sound, they are called a consonant digraph, for example chick, think, wheel, etc.

iii. Make at least two words with the given digraphs and trigraphs.

ch: _____

wh: _____

igh: _____

tch: _____

Read Me
A **trigraph** is a group of three letters that makes a single sound, for example, **pair**, **fight**, **watch**, etc.

iv. Write five words with different silent letters.

Read Me
Some words have **silent letters**; they are not pronounced. They can be vowels or consonants. For example, in 'lamb' and 'bike' the letters **b** and **e** are not pronounced.

Unit 1 Great Caliphs of Islam

Topic: Adjectives



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- classify adjectives of quantity, quality, size, shape, color and origin.
- recognize and use adjectives of origin.



Materials:

- flash cards (at the end of the lesson plan), classroom objects, textbook pg. 10 and 20
- Video Resources

Information for Teachers

New concepts

What is an adjective?

- An adjective is a word that describes something (a noun). For example, a big book, a square clock, etc.
- Explain to students that adjectives of colour show a particular colour or different colour, e.g. black cat. Adjectives of size show the mass of a noun, e.g. a tiny bottle. Adjectives of shape show the form of a noun, e.g. a rectangular box. Adjectives of quantity show how much of thing is, e.g. half glass of water. Adjectives of quality show the nature of noun, e.g. an ugly duckling. Adjectives of origin indicate the source of a noun, e.g. an American boy.

New Ideas (For Extension)

- The order of adjectives before a noun is usually the following:

Opinion – Size – Age – Shape – Color – Origin – Material – Purpose

- Take the first letter of each one; it creates OSASCOMP which is an easy way to remember the order.
- An example about describing a bag:
- It is an **ugly small old thin red Italian cotton sleeping** bag.

Introduction

Greet your class with Assalamu Alaikum and motivate them to reply with Waalaikum Assalam. Instruct them to recite “Bismillah” before starting their work.

Warm up

Introduce the topic by asking short questions related to the topic i.e. bring them from the known to unknown.

- Share name of any two colors of objects of their choice from the classroom.
- Share name of any two shapes of objects of their choice from the classroom.

- Share any two qualities of their friends.
- Share how many chairs, tables or doors are there in the classroom.


Development:

- Tell the students that today they are going to learn about “Adjectives and types of adjectives”.
- Ask them if they know what adjectives are.
- Have them recall that adjectives are words that are used to describe a noun, for example a big fat elephant, a stubborn girl, etc.
- Building on their examples, explain to them the adjectives of colour, size, shape, quantity, quality and origin.

Activity1

- Show students the given flashcards (at the end of the lesson plan) one by one. Then paste these flashcards on the board. (see classroom board setting as reference)
- Ask them: what they think about it.
- Let them observe, think for two minutes and answer the question.
- Then ask them to share what they have noticed in the flashcard.
- Ask them to explain what makes them think so.
- Note down their responses on the writing board.

Classroom Board for First Flashcard

Date: _____	Topic: Adjectives	Day: _____
Flashcard 1		
		
Flashcard 1	aged woman, young boy, kindness, caring, colorful clothes	

Note:

- Continue with other flashcards. Once, all flashcards have been described; review them last time by pointing to each and saying the maximum adjectives for them clearly and slowly.
- When sharing the adjectives, emphasize the types of adjectives. Remember students are being taught to recognize the adjectives with their types.

Activity 2

- Ask them to open their textbooks at page 10. Read statement (iv) from the ‘Grammar’ section. Ask students to read the given adjectives and their examples also. Explain their kinds in detail by giving more examples.
- Point out the difference between adjectives of color, quality, quantity, size, shape and origin.
- Clear any misconceptions and encourage the students to ask questions for more clarity.

Book page as reference:

Adjectives

iv. Read the types of adjectives.

Colour	Quality	Quantity
pink	soft	four
blue	kind	much

Size	Shape	Origin
large	triangle	Pakistani
tiny	square	Balochi

Read Me

Words which describe the quality of nouns or pronouns are called **adjectives of quality**.
Words which describe the quantity of nouns or pronouns are called **adjectives of quantity**.
Words which describe the colour of nouns or pronouns are called **adjectives of colour**.
Words which describe the size of nouns or pronouns are called **adjectives of size**.
Words which describe the shape of nouns or pronouns are called **adjectives of shape**.
Adjectives of origin describe where something comes from.

Activity 3:

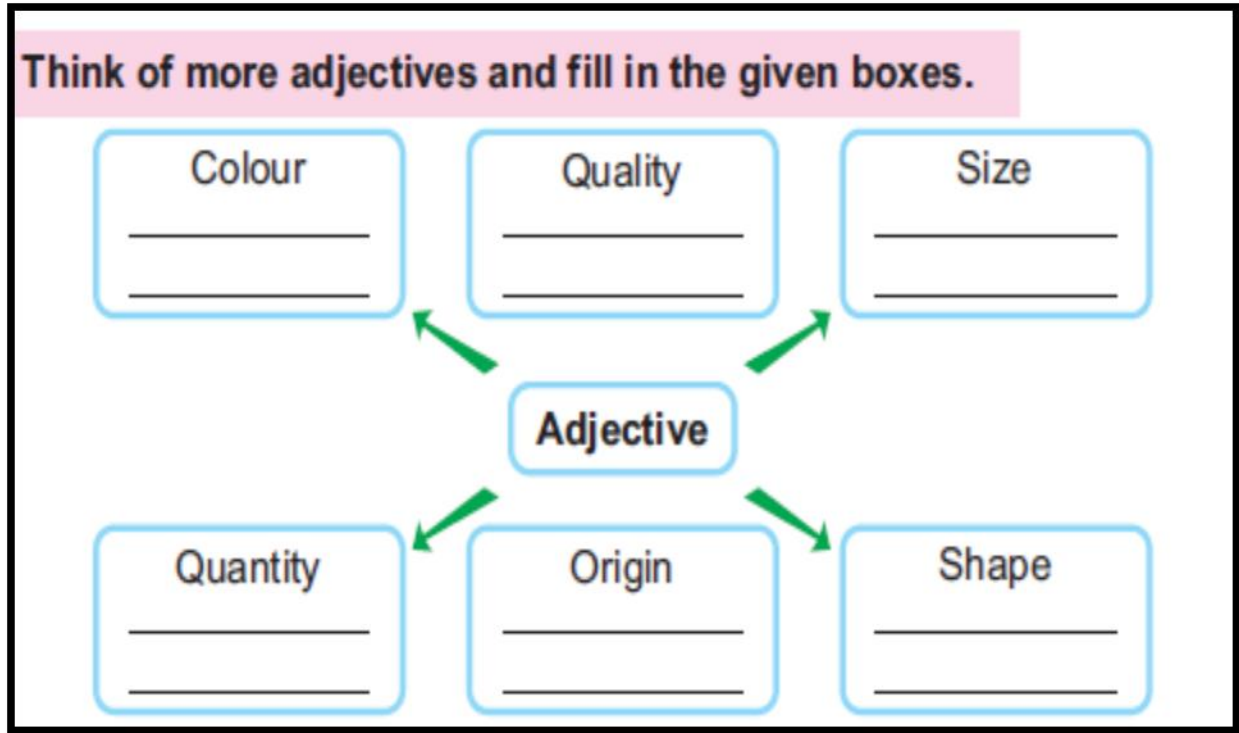
- Write some different kinds of adjectives on the board, e.g. long hair, a beautiful flower, a woollen shirt, etc.
- Ask students to read the given adjectives and use them in your own sentences by adding one more type of adjective.
- Ask them to raise their hands one by one and say a sentence using different kinds of adjectives.
- Appreciate them for their correct responses.

Activity 4

- After enough class discussion is generated tell them to complete exercise V in their notebooks.

- Monitor the class while they are doing their work.
- Assist the ones who require further guidance and help.

Book page as reference:



Conclusion / Sum up / Wrap up:

- Ask a few volunteers to read what they have written. Encourage and motivate students by clapping for their correct responses.
- At the end summarise the concept quickly.

Assessment:

- Show classroom objects and ask them to think all types of adjectives for these objects. (e.g. show them a long red pencil, adjectives for pencil is red, long, wooden, single, etc.)
- Call students at random and ask them to share some adjectives with their sentences.
- Ask students to tell what different types of adjectives are. Assess them on the correct use of adjectives in the sentences.

Homework:

On a paper draw any pair of pictures (e.g. pet animals, food items, fruits, clothes, toys, etc.) and compare each pair objects by labeling small and large, red and green or triangle and square etc. Bring it for class display the next day.

Flashcards

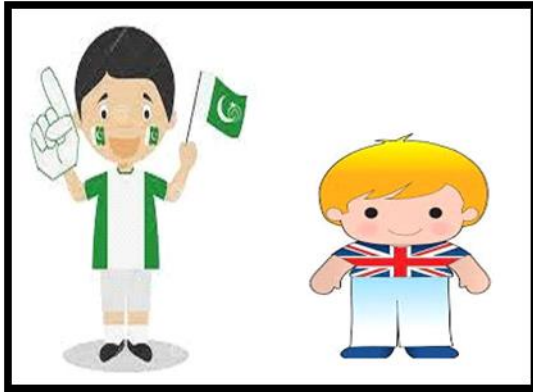
Flashcard 1



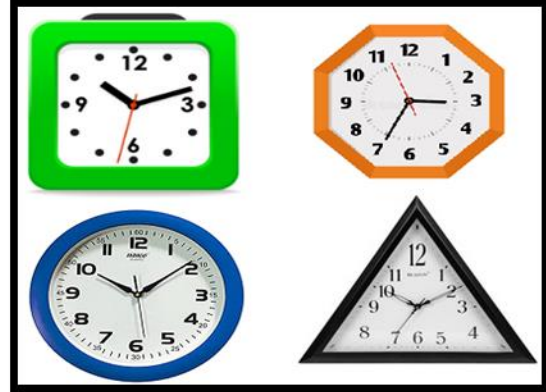
Flashcard 2



Flashcard 3



Flashcard 4



Teacher Guide
Grade-4

Lesson Plan
7

Unit: 1 Great Caliphs of Islam

Topic: Capitalization



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Write sentences of their own using correct capitalization, punctuation, and spelling.



Materials:

- capitalization chart, chalk/marker, white/blackboard, textbook page 11

Information for Teachers:

New concepts

- Have students recall the rules of capitalization with the help of the Capitalization Chart given below.
- Ensure to involve the slow learners and shy ones in the discussion for conceptual clarity.

Capitalization Chart

When to use a Capital Letter	Examples
At the beginning of a sentence	The cat sat on the mat. The dog barked loudly.
People's names	Sarah, Farid, Miss Shumaila and Mr. Tariq.
Place's names	Lahore, Karachi and Islamabad.
Days of the week, months, and holidays	Monday, Tuesday, June, July, Eid, and Christmas etc.
Institutions	Punjab Assembly, University of the Punjab etc.
Acronyms/Abbreviation	SWOT, ROM, UNO, UNICEF, PCTB, SNC
Titles of the books	'A Starry Night', 'Citizen Kane'

Introduction

- Greet the students and ask them how they are doing.



- Wait for the students to respond.

Warm up

- Ask a few students to come and write their names on the board.
- Now ask a few other students to write the name of their city/village on the board.
- Invite a few more students to write the name of a few cities of Pakistan on the board.
- Involve the whole class and ask them why their name and the city's name starts with a capital letter.
- Steer the discussion to capitalization and proper noun.
- Next, ask students if they can guess what today's lesson will be about. Wait for responses.
- Write the closest ones on the writing board.

Development

Activity 1

- Instruct the students that they will hear the sentence carefully and stand up from their seats if they hear a word that should start with a capital letter.
- Say a few simple sentences to the whole class.
- The sentences should have a few proper nouns in it. e.g. I am a Pakistani and I live in Lahore.
- Continue this activity with different sentences till the whole class understands the concept of use of capital letters.
- The teacher may choose different actions for each sentence i.e. a clap, sitting down etc.

Activity 2

- Ask students to open their English textbooks at page 11.
- Read statement (VI) from the 'Grammar' section. Read the given sentences and encourage students to read after you.
- Revise the concept of use of capital letters, and punctuation again.
- Ask students to capitalise the following sentences orally.
- Elicit responses and correct and guide wherever required.
- Instruct them to individually complete exercise VI in their notebooks.
- Help them if need be. Appreciate students for their correct answers.

Book page as reference:

Capitalisation

vi. Rewrite the given sentences with correct capitalisation in the given space. Remember to capitalise the initial letter of each sentence and the initial letter of a proper noun.

- peshawar, lahore, quetta and karachi are the most famous cities of pakistan.

- the teacher asked danish to read the lesson.

- mano is a naughty cat.

- we cannot go to islamabad on this friday.

- asif lives in gilgit.



Activity 3

- Ask students that write at least five sentences in their notebooks describing their family/school.
- Ask them they must use capital letters for proper nouns i.e. names of persons and places.
- Remind them don't forget to put a full stop at the end of the sentence.
- Monitor their work and provide guidance while they are completing the task.
- Tell the students to exchange their notebooks in pairs.
- Ask them to review each other's work for correct use of capital letters and punctuation marks.
- Students will exchange notebooks and review their peer's work for:
 - ✓ Use of full stops.
 - ✓ Use of capital letters at the start of a new sentence.
 - ✓ correct spellings

Conclusion / Sum up / Wrap up:

- Ask one volunteer students to come and read their description to the whole class.
- Encourage and motivate by clapping.

Assessment

- Write some sentences on the board without capitalization and punctuation marks. Ask students at random to read them and ask them to capitalise and add correct punctuation marks in these sentences.

Homework

Underline any five proper nouns in the lesson and learn their spelling and also learn spelling of any three proper nouns from exercise VI page 11 of English textbook grade IV.

Unit 2: Beauty of Nature

Topic: Writing a Short Poem with Rhyming Words



Duration: 40 Minutes

**Students Learning Outcome:**

By the end of this topic students will be able to:

- Create a short poem using the suggested rhyming words.

**Materials:**

- textbook page 18, and board

Information for Teachers:**New concepts**

- A rhyme is a repetition of similar sounds in two or more words.
- A rhyme poem is a type of poetry that contains rhyming words, especially at the end of lines. It is a poem in which every line uses the same rhyme scheme.

Teaching tips

- Encourage the shy students who are not expressive.
- Motivate every student to participate in the group and pair work.
- Provide assistance at every step of the task.
- Check their understanding of rhyming words by asking questions.

New ideas

A few rhyming words have been given below which the teacher can pick and choose to help students write a rhyming poem.

cat	sat	bat
ball	fall	tall
face	place	race
all	ball	call
hot	not	cot
red	bed	said
well	sell	tell
sing	wing	king
wool	cool	tool
dish	wish	fish
seven	heaven	eleven
cook	look	took
seed	feed	need
map	cap	tap



hide	wide	ride
cow	how	now

Introduction:

Warm up

- Sing each poem given at the end of the lesson plan aloud for students more than once. Encourage them to sing or recite poems with you or after you.
- Get students into groups and ask them to read the poem aloud with correct pronunciation.
- Have them recall the rhyming words by giving different examples. Then write selected poem on the board.
- Introduce and underline the rhyming words in these poems.
- Ask students to think and share some more rhyming words. Elicit their responses for better understanding.

Development

Activity 1

- Instruct students to open their textbook at page 18.
- Read statement (ii) from the 'Vocabulary' section. Ask students to read the given stanza first and fill in the blanks taking help from the given word bank.
- Encourage them to do their work on their own. Take rounds while they are doing their work. Help them throughout the activity. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Activity 2

- Divide the class in groups for class competition.
- Instruct each group that they have only 12 mins to write a poem using the two pairs of rhyming words given on pg. 18 of the textbook.
- Ask students that while writing a poem keep in your mind following points.
 - First list down rhyming words and other vocabulary related to the poem.
 - Then write your ideas in form of poem lines.
 - Organize the events/lines in the right order.
 - Write the poem in the form of stanzas.
 - Use the appropriate vocabulary.
 - Use figurative images like rhyme, rhythm, similes and sensory images to make the poem interesting.
- Work to be done in the notebooks.
- Each group will write a poem using all or some of their own rhyming words.
- Encourage a sense of competition for motivation.
- Keep a note of the starting and ending time.
- Maintain discipline and class control.

Activity 3

- Ask students to give a title to their poem.
- Ask students to take out their notebooks and start writing their poems on them.

- Encourage them to do their work on their own. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.
- Announce the winner group after quickly checking whether they have written correct rhyming words or not.
- Monitor their work by taking rounds and helping them if they need guidance regarding spelling, ideas etc.
- Call each group to come in front of the class and read their group's rhyming poem
- Appreciate and encourage by clapping.
-

Book page as reference:

Rhyming Words

ii. Complete the given rhyme using the word bank.

A little seed for me to sow
A little soil to _____
A little hole, a little pat,
A little wish, and _____,
A little sun, a little shower
A little while, and then, _____

Word bank
that,
flower,
grow,

iii. Create a poem of your own using the given pairs of rhyming words and write it in your notebook.

trees, bees way, day

Wrap up:

- Sum up the lesson by taking students' responses about writing a rhyming poem.
- Focus will be on creativity, imagination and correct use of rhyming words to write a poem.

Assessment:

- Ask students at random to come forward and read their written poems.

Homework:

Write any short rhyming poem of 4/6 lines in the notebooks.

Selected Poems for

Baa Baa Black Sheep

Baa baa black sheep
Have you any wool?
Yes sir, yes sir,
Three bags full



One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty together again!

TWINKLE, TWINKLE LITTLE STAR

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

Note: Model Lesson plan for the poem writing.

- Above given lesson plan will be used as a template that can be modified and used for poem writing SLOs.

Continue with other poems and poem writing SLOs given in different book units.

Unit 3: Beauty of Nature

Topic: Topic Sentence and Supporting Details



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- Recognize that a simple paragraph comprises a group of sentences that develop a single main idea:
- The main idea of a paragraph is given in the topic sentence.
- Other sentences in the paragraph support the topic sentence.



Materials:

- Chalk/marker, white-/blackboard
- textbook page 21
- A4 size sheets
- markers

Information for the teacher

- **What is a paragraph?**
A paragraph is a distinct unit of a piece of writing. It consists of two main features:
 - A topic sentence that expresses the main idea of the paragraph.
 - Supporting details that describe the main idea further.
- mostly a paragraph end with a concluding sentence that sums up the paragraph and makes it complete
- **It is suggested to:**
 - start with explaining the topic sentence, so students can grasp the concept clearly.
 - use sample paragraphs (different textbook paragraphs) to provide a concrete examples to students.

Introduction:

- Write the word '**Paragraph**' on the board and draw a circle around it.

Classroom Board

Date: _____ Topic: **Topic Sentence and Supporting Details** Day: _____

PARAGRAPH

- Ask students the following question:
 - *What comes to your mind when you read the word **Paragraph**?*
- Encourage students to tell whatever they think might be related to the word paragraph as there is no right or wrong answer.
- Note their responses on the board.
- Involve them in discussion. Appreciate them for their responses.
- Explain the concept of paragraph to them [See Information for Teachers].

Development

- Tell students that today they are going to learn about main idea and supporting sentences of a paragraph.
- Tell them that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence.
- Explain the concept by showing different paragraphs from different books.
- Explain in detail that why do we use topic sentences and where are topic sentences typically found.
- Bring some storybooks and give them to students.
- Ask them to read any paragraph from storybooks. Ask them to highlight any interesting sentence from that paragraph.
- Ask them to tell either it is a topic sentence or a supporting sentence.
- Note their responses.

Activity 1 Burger Method

- Tell students that today they are going to do a very interesting activity related to a **Burger** (This will build up curiosity and students will become more engaged in the lesson).
- Draw the Burger template on the board [See Shared Burger Paragraph Organizer].
- Explain topic sentence and supporting details to students [See Information for Teachers].
- Write the following sentences on the board next to the Burger template:
 1. **Apple is my favorite fruit.**
 2. **I like red apples more than the yellow ones.**
 3. **It is juicy and crunchy.**
 4. **It keeps me healthy and active.**

5. We should eat apples.

- Ask students to identify the topic sentence from the above sentences.
- Encourage them to give answer.
- Fill the first bun of the Burger template with topic sentence.
- Again ask students to identify supporting details from the given sentences.
- Fill the burger template with supporting details.
- Then ask students to identify the concluding line
- Fill the last bun of the Burger template with concluding sentence.
- Instruct 3 /4 students at random to read the complete paragraph aloud.
- Explain to students that they have organized a paragraph with Topic sentence, supporting details and a concluding sentence.

Sample Burger Paragraph Organizer

BURGER PARAGRAPH ORGANIZER

Topic Sentence: _____

supporting detail _____

supporting detail _____

supporting detail _____

Conclusion: _____

Activity 2 – Paragraph Writing

- Divide students in group of 6 (depending upon the size of the class).
- Make one student the leader of the group.
- Give each group an A4 size sheet and a marker [students can use their own pens / pencils as well].
- Write the following sentences on the board.

My friend also likes football.

I go to park every day to play football.
I like playing football
It keeps us active and healthy
I am in football team of my school

- Instruct the groups to arrange the sentences in form of a paragraph according to the following sequence and write it on A4 sheet in groups:
 - **Topic sentence**
 - **Supporting Detail 1**
 - **Supporting Detail 2**
 - **Supporting Detail 3**
 - **Concluding sentence**
- Guide the groups and provide help wherever is needed.
- After the work is complete ask the group to present their paragraph by reading it aloud in front of the class.
- Tell students to appreciate their peers with Thumbs Up.

Answer Key for Teachers	
Topic sentence	I like playing football
Supporting detail 1	My friend also likes football.
Supporting detail 2	We are in football team of our school
Supporting detail 3	We go to park every day to play football.
Concluding sentence	It keeps us active and healthy

Activity 3:

- Ask students to open textbook at page 21. Read statement (i) from writing section.
- Ask them to read the given paragraph carefully and notice the use of a topic sentence and supporting sentences.
- Tell students they are going to recall how to write a paragraph.
- Write the topic '**The life Cycle of a butterfly**' on the board and ask students to share what they know about it.
- Recall students the components of a paragraph i.e. topic sentence, supporting sentences and concluding sentence. Tell them that topic sentence is the main point or main idea of the

paragraph and supporting detail are evidences or detail which make the paragraph interesting and concluding sentences are the ending of the paragraph.

- Guide them in writing correctly.
- Ask them first, they will brainstorm their ideas about the given topic. Then tell them that they will write all the information on a piece of paper whatever comes into their mind relevant to topic.
- Finally, they will write a paragraph on it using the collected information at home.
- In the end, they will check, edit and proofread their work after completing it.

Conclusion

- Summarise the key concepts of topic sentence and supporting details again for clarity.
- Call students at random and ask them to read the paragraph aloud.

Assessment

- Ask the following question from 3 /4 students at random:
- What did you learn today?
- What is topic sentence?
- Define supporting details.

Homework

- Ask students to write a paragraph on their favorite fruit with a topic sentence and supporting details in their notebooks.
- Ask students to write the paragraph they have written in groups in their notebooks individually.

Book page as reference

D) Writing

1. Learning to Write

Write a paragraph on 'The Life Cycle of a Butterfly' using supporting details. Make sure to use the correct joining words such as 'and', 'but', and 'because' to join sentences within a paragraph. Read the following paragraph for help.

Nature is a blessing and a gift from Allah (سبحانہ تعالیٰ) for us. Nature is made of everything around us. Flowers, trees, insects, the sun, the moon, hills, rivers, etc. are part of nature because they help us a lot in our daily lives. They help us breathe and get food, water, etc. Animals, insects and birds also get food and shelter from nature. Nature is very important for us in everyday life.

Read Me

The main idea of a paragraph is called a **topic sentence**. Other sentences in a paragraph support the topic sentence. These are called **supporting details**.

2. Creative Writing

Write a paragraph on 'Saving Earth' in your notebook.

Save Me

Unit 3: The Journey of Chocolate

Topic: Diphthongs



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Pronounce and practice diphthongs as they occur in practice items and sentences in reading lessons and in speech.



Materials:

- Chalk/marker, white-/blackboard
- textbook page 24 and 25
- Video Resources

Information for Teachers

A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in coin, loud, oil and play).

Examples of Diphthongs

sounds	letter combinations	diphthongs in words
/eɪ/	ay, ea, ae, ai	pay great maid
/ɔɪ/	oi, oy	noise toy choice
/aɪ/	ie, i_e, i, y	fine like might
/əʊ/	o, o_e, oa	no stone road
/aʊ/	ou, ow	round how brown
/ɪə/	eer, ear	beer hear steer
/eə/	are, ere, ea, ai	care there bear

Teacher Tips

- Pay extra attention to these students and help them in understanding diphthong sounds. Sit with them; guide them what is the difference between vowel sounds and diphthong sounds. You can also write words and color diphthongs in words while explaining the difference between single vowel sound and diphthong sound.



- Pass out A4 size plain page to the students (For extra talented students). Ask them to find out more words that have diphthong sounds from the textbook on their own without your help and write them on the page.
- Use different video resources for students’ better understanding.

<https://www.youtube.com/watch?v=d1HZPx8DuDw>

<https://www.youtube.com/watch?v=jvRnnfENQr4>

Introduction

Greet the students. Ask them how they have been. Listen to their responses.

- Write some words with each diphthongs (ee, oo, oa, ea) on the board.
- Ask them to pronounce each word.
- Call a random student in front of the class and ask them to underline vowels combination in these words.
- Then, ask them to share another words with that vowels combination.
- Note their responses.

Development

Tell students that today they are going to learn about diphthongs. In diphthong, vowels combine together to make one sound. The first letter of the double vowel is sounded first. For example, the ‘oo’ sound in moon and ‘ai’ sound in rain.

Activity 1

- Ask students to open their textbook and the get to the ‘learning the sounds Section’ of unit 3, page 24.
- Model Read the sentences with correct pronunciation and intonation.
- Instruct students to look at the highlighted vowels in the words. Tell them that they are diphthongs.
- Pronounce the words by yourself. Share more examples and ask them to pronounce the words after you 3-4 times.
- Sounding out the words, emphasize which letter combinations are used to make the diphthongs sounds. For example, diphthong sounds are made by combining “o” and “w” and “o” and “u”, etc.
- Display picture cards and make the corresponding words, for example, diphthong “ai” sound in words: tail, nail, rain etc.
- Making the words, discuss the letters or vowels that make up the diphthongs sound and write them on the board.

Diphthongs

ai	ay
tail	spray
nail	pray
rain	tray
mail	
chain	

**Activity 2**

- Write some words having diphthongs on the board.
- Now call some students and ask them to identify the diphthongs.
- Underline the diphthongs.
- Also, ask students to pronounce those diphthongs loudly for the whole class.
- Correct their pronunciation of the words if they say them wrong.

Activity 3 Pair - think- Share**Pair:**

- Hold a competition by getting the students into pairs.

Think:

- Instruct the students to brainstorm words that contain the different forms of the diphthongs sound.
- Ask them to make a list of maximum words (at least ten word) that have diphthongs.

Share:

- Ask them to share the words they think of, one at a time, and tell which diphthong is used to spell their word.
- Provide blank cards or pieces of paper cut to the appropriate size, ask students to write their word, spelling it correctly, and underline the diphthongs (e.g. ou, ow, oi, or ai).
- Let the all pairs take turns, scoring one point for three correct words.
- The pair that gives more answers that are correct will be the winner.

Activity 4**6 mins**

- Ask them to open their textbooks at page 25.
- Read the statement (ii) from the 'Oral Communication' section. Ask students read the given sentences.
- Write 'f__nd', 'c__n', 'n__se', 'w__t', 'cl__ds', and 'br__n'.
- Ask students to complete these words using diphthongs.
- The correct answers are:
- 'found', 'coin', 'noise', 'wait', 'clouds', and 'brown'
- Now, ask students to fill in the blanks with the correct diphthongs.
- Ask students to make a list of five words with diphthongs used in the unit or write any five words with diphthongs.
- Encourage them to do their work on their own.
- Take rounds while they are doing their work. Help them if need it.
- Ask them to write neatly with the correct spelling.

Conclusion**2 mins**

Wrap up the lesson by asking students what they have learnt today. After getting their feedback, briefly explain the concept again for clarity.

Assessment:**2 mins**

- Quickly review the concept of the diphthong sounds.
- Write a few words on the board and underline the diphthong.
- After it, ask students if they can make some words using the diphthong sounds.

- Appreciate them for their positive responses.

Follow up**2 mins**

Make a list of at least 10 words using different diphthongs.

Book pages as reference

Page 24



A) Oral Communication

1. Learning the Sounds

Diphthongs

Read Me

A **diphthong** is a combination of two vowel sounds or letters in a single syllable. The sound begins with one vowel and moves towards another, e.g. coil, pain, now.

i. Read the given sentences with diphthongs.

- **Now** the process of delicious chocolate making starts.
- I read a book **about** chocolate.
- He bought a lot of chocolate and **oil**.
- Aisha doesn't **gain** weight even though she eats a lot of chocolate.

Page 25

ii. Fill in the blanks with the correct diphthongs.

- Uzma f__nd her gold c___n.
- W__t for your turn.
- Ali is wearing a br___n shirt.
- Don't make n__se.
- There are cl___ds in the sky.

Unit 3: The Journey of Chocolate
Unit 4: The Pride of Pakistan
Topic: Prepositions

Duration: 40 Minutes

**Students Learning Outcome:**

After completing this lesson, students will be able to:

- Use some words showing position, time and movement.

**Materials:**

- Paper ball or anything which can be made from paper. [Paper glider/paper ship]
- A4 paper
- textbook pages 29 and 42

Information for the teacher

- Prepositions are words that show the relationship between a noun or a pronoun and some other word or element in the rest of the sentence.
- In other words, preposition tells the position of a noun.
- (Examples: on, in, out, behind, under)
- Take the green chit papers in your class and draw such chart [**Preposition chart given at the end of the lesson**] or bring that preposition chart to show positions to your students.

There are three kinds of preposition:

- Place/position of preposition like on, in, under etc.
- Time of preposition like in, on, at etc.
- Direction/Movement of preposition like to, from, into etc.
- See **Types of Preposition chart** for more example. [**Types of Preposition chart given at the end of the lesson**]

Introduction**Warm up**

- Take a map in the classrooms. Map has directions and different places location on it. Locations can be of a school, hospital, market, restaurant, shopping malls etc.
- Ask random students to come forward to show the map to students and students have to decipher the directions mentioned on the map.
- Make them say the directions in their own words. Encourage their efforts. Appreciate their responses.



- Use their answers to bring them towards the concept of prepositions of position.

Development

Activity 1-- exposition

- Show the video to the students or with the help of green sticky notes; show the students the use of prepositions.

Activity 2

- Tell students that today they are going to learn about the prepositions of position, time and movement.
- Ask different questions from them. What are the words they we usually use to show position, time and movement. Give relevant examples.
- Ask them what do they know about preposition and preposition of position, time and movement? Appreciate their answers.
- Tell them that preposition of position indicates where something is. Preposition of position is also called preposition of place.
- Tell them that preposition of position indicates when something is happened.
- Tell them that prepositions of movement show movement of an object from one place to another.
- Check their understanding by giving them different situations. Correct their mistakes where required.
- Paste Prepositions Charts, Types of prepositions Chart on the board and give more examples of prepositions to them.
- Ask students to open textbook on page 29, and read the statement (IV). Make them read the given sentences and notice the use of preposition of position. Do the same for preposition of time on page 42.
- Check their understanding and address their queries.

Activity 3

- Now provide students worksheets to complete. Instruct them to read the sentences and circle the preposition. Help them if need.
- OR
- Paste the given worksheet on the board.
- Make the students write a few sentences [10-12 as per requirement of the class] from the given worksheet and ask them to solve the exercise.

(Activity 4 is an optional activity.)

Activity 4 [Gallery Walk]

Divide students in group of 3 or 6 (depending upon the size of the class)

- Provide them with an A4 sheet.
- Ask the students to work in groups and identify the preposition of time, place and movement from the previously read comprehension passages.
- Make their list on an A4 sheet.



- Note: (If there are three groups, every groups will get one topic i.e. Preposition of time, place and movement)
- (If there are six groups, every two groups will receive the similar topic.)
- Paste these A4 sheets on different places in the class.
- Tell the students to do gallery walk and check each other's work.

Activity 5

- Ask the students to open textbook on page 29 and 42 and read the statement (v) and (vi).
- Ask them to make sentences using prepositions of position, time and movement.
- Assess their performance. Check their understanding related to the concept.

Conclusion

Ask the students the following questions:

- Ask the following question from 3 /4 students at random:
 - What did you learn today?
 - Tell any two prepositions you learned today.
 - Use them in sentences as well.

Assessment

1. Oral responses of the students, identification of prepositions and their use.
2. Ask students to open up any else book besides English and search out any three propositions from that book.
3. Now tell what type of prepositions are they.

Homework

- Ask students to make their own sentences with the following prepositions:
 - of
 - from
 - below

Book pages as reference

Prepositions of Position

iv. Read the given sentences.

- The rabbit is **under** the bed.
- Our school is **between** the park and the market.
- A lamp hung **over** the table.
- The cat climbed **up** the tree.
- I saw people **around** the side of the garden.

Read Me
Prepositions of position indicate where something is, for example around, up, between, under, below.

v. Make sentences of your own using the prepositions of position given below in your notebook.

under around between over up

Prepositions of Time

v. Read the given sentences and notice the use of prepositions of time.

- We have lunch **at** noon.
- I have a meeting **at** 9 a.m.
- They go to the beach **in** summer.
- They went for a walk **in** the morning.
- The test is **on** Wednesday.
- What did you do **on** Eid last year?

Read Me

Prepositions of time introduce time, for example a date, days of the week, etc.

vi. Use the prepositions of time above in sentences in your notebook.

Preposition Chart

[ɒn] on	[ɪn] in	[ə'weɪ frɒm] away from	[ɪntə] into	[daʊn] down	[θruː] through
[ɪn frʌnt ɒf] in front of	[bɪ'haɪnd] behind	[ə'lɒŋ] along	[pɑːst] past	[ə'krɒs] across	[ʌp] up
[aʊt ɒf] out of	[tuː, 'təʊədɪz] to/ toward(s)	[ɒntə] onto	[ɒf] off	[nɒt fɑː frɒm] not far from	[fɑː frɒm] far from
[æt, baɪ, bɪ'saɪd, neks tə] at, by, beside, next to	[nɪə] near	[ə'krɒs frɒm] across from	[bɪ'twiːn] between	[tɜːn raɪt] turn right	[ə'raʊnd ðə 'kɔːnə] (a)round the corner
[ʌndə] under	[əʊvə] over	[ə'mɒŋ] among	[ɪn ðə 'mɪdl ɒf] in the middle of	[tɜːn leɪt] turn left	[ɒn ðə raɪt] on the right
[ə'boʊv] above	[bɪ'ləʊ] below	[straɪt ə'hed] straight ahead	[ɒn ðə leɪt] on the left	[ə'raʊnd] (a)round	[ə'ɡeɪnst] against

Types of Prepositions Chart

Types of Prepositions

Place	Time	Movement/Direction
<p>These are used to discuss where something has taken place or where it will be taken place. There are only three total prepositions of place and we've already discussed them above as prepositions of time, they're just used in different ways.</p> <p><i>At, in, and on are the three prepositions of place.</i></p>	<p>A preposition of time discusses a specific time period and usually refers to things like a date that something happened or one of the days of the week. They are only ever used to discuss timings, though many of the preposition of time words are the same as the preposition of place words.</p> <p><i>At, in, and on are three examples of prepositions of time.</i></p>	<p>These prepositions are unique in themselves and they work to discuss the movement or direction at which something is traveling or has already traveled.</p> <p><i>Words like across, away from, and off are all prepositions of movement and direction.</i></p>

PREPOSITIONS OF TIME & PLACE

	IN	ON	AT
<p style="color: red; font-weight: bold; font-size: 24px;">TIME</p>	<ul style="list-style-type: none"> in the morning in the afternoon in (the) summer in 1980 in 1900s in the 17th century in the Easter holiday in the next century in the future in the 10 years time 	<ul style="list-style-type: none"> on Monday on Saturday on June 3rd on 1st October 2013 on Christmas day on my birthday on Tuesday evening on time on a winter evening on a warm day 	<ul style="list-style-type: none"> at 9 am at 8 o'clock at 6 pm at night at noon/ midday at Easter at Christmas at dinner time at dinner at that moment
<p style="color: red; font-weight: bold; font-size: 24px;">PLACE</p>	<ul style="list-style-type: none"> in England in Chinatown in a building in a car in a taxi in a boat in a helicopter in a traffic jam in Time Square in the article 	<ul style="list-style-type: none"> on a bus on a plane on a horse on the phone on the Internet on the television on the floor on the page on the menu on Oxford street 	<ul style="list-style-type: none"> at 675 State Street at the bus stop at the door at the top of page at someone's house at the entrance at the crossroads at the front at the back at the bottom

Find the Preposition

Instructions: Circle all the prepositions in each sentence.

1. We went aboard the ship to start our cruise.
2. I had to walk around my friends to get to the open door.
3. I found my book under my bed.
4. I had to grab the branch, so I didn't fall down the hill.
5. We had to replace the siding on the outside of my house.
6. I walked toward my friends.
7. During the assembly, we sat across from the door.
8. Everyone went under the bridge, except for Suzie.
9. It was fun to hang out beneath the pier.
10. I needed to finish my homework before going to the game.
11. It's important to go above and beyond for the family.
12. Our house is just around the corner after the creek.
13. Why did she stand between us?
14. You are among friends here.
15. She only did that after she already walked three miles.
16. It's right above the plates across from the big green dish.
17. We will be there in five minutes.
18. Because of what she told the teacher, we all stayed after school that day.
19. Before you get mad, think about where she is coming from.
20. Outside the window, the bird is perched in a tree.



Unit 4: The Pride of Pakistan

Topic: Parts of Speech



Duration: 40 Minutes



Students Learning Outcome:

By the end of this topic students will be able to:

- Identify parts of speech in text, and change parts of speech in a given word.



Materials:

- board, textbook page 41, chart of parts of speech

Information for Teachers:

Parts of Speech

1. Nouns

A noun is a word that names **person, place, animal or thing**. Nouns fall into different categories: common nouns, proper nouns, countable, uncountable, collective, gender nouns, etc.

2. Pronouns

A pronoun is a **type of word that replaces a noun**. Pronouns are words like **she, you, him, them, this, and who** etc.

3. Preposition

It is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. For example, prepositions are words like **"in," "at," "on," "of," and "to"**.

4. Adverb

It a word or phrase, that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. (e.g., **gently, quite, then, there**).

5. Adjective

It is a **word that describes the traits, qualities, or number of a noun**. Words like “beautiful,” “smooth,” or “heavy” are all few examples of adjectives

6. Verb

It is a **doing word that we use to refer to actions (what things do) and states of being (how things are)**. For example, **eating and reading** are few verbs.

7. Conjunction

It is a word that joins words, phrases, clauses, or sentences. e.g., **but, and, because, although, yet, since, unless, or, nor, while, where**, etc.

8. Interjection

It is a **word or phrase that expresses strong feelings**. Oh, what a beautiful house! Uh-oh, this looks bad. Well, it's time to say good night. Alas! We lost the match.



Introduction

- Greet the students and ask them how they are doing.
- Wait for the students to respond.

Warm up

- Write the names of different objects from the classroom, for example pencil, pen, bag, notebook, eraser, book, chair, table, etc. on board.
- Ask students to read these names aloud. Point to different objects and ask students to tell their names. Tell them that these are nouns.
- Now write some actions on the board and ask any student to tell what it is. Note their answer. Tell them that these are verbs.
- Involve all students in the activity using different parts of speech (nouns, verbs and adjectives). Appreciate them for their correct responses.

Development:

Activity 1

- Show the chart of Parts of Speech (given at the end of the lesson plan) or write on the board to elicit students' prior knowledge.
- Write an example of each Part of Speech (noun, verb, adjectives) on the board.
- Ask students to share some examples of nouns, verbs, adjectives with fellow students.
- Then call individual students to write on the board a different example of each Part of Speech.
- After checking and refreshing their understanding tell them that today they will complete the exercise using only nouns, verbs and adjectives.

Note: Only discuss those parts of speech which they learnt earlier.

Activity 2

- Instruct the students to open exercise 2 pg. 41 of Unit 4 of their English textbooks.
- Read the given words and ask the students to notice how the parts of speech change.
- Explain the concept of suffixes, which are used to convert verbs to nouns and adjectives e.g. ion, ly, ing.
- Tell them that we change verbs to nouns by adding suffixes.
- Explain to them that a word can be changed into various parts of speech.
- Share different example from the book. Ask them to share examples of parts of speech from the lesson aloud. After that ask them to change parts of speech by adding affixes.

Activity 3

- Ask students to open textbook page at 35. Then read statement (iii) from Vocabulary section. Ask them to read given parts of speech with their words.
- Instruct them to work in pairs and complete the columns in their textbooks.
- Guide them if they require support in writing the missing words.
- Ask few volunteers to share what they have written in the blanks.

The correct answers are:

Nouns	Verbs	Adjectives
admiration	admire	admirable
beauty	beautify	beautiful
selection	select	selectivity

Book page as reference:

Change in Parts of Speech

ii. Read the given words and notice how the parts of speech change.

Nouns	Verbs	Adjectives
player	played	playful
sadness	sadden	sad
cooperation	cooperate	cooperative

Read Me

Suffixes '-ly', '-ion', '-ing', etc. are used to convert verbs to nouns and adjectives.

iii. Complete the given table by writing the different forms of each given word.

Nouns	Verbs	Adjectives
	admire	
selection		beautiful

Wrap up:

- Conclude the lesson by revising the main parts of speech of the topic.

Assessment:

- Write some words from text on board and ask students at random to tell which part of speech they belong to.

Homework

Written work

- Find at least five nouns from the English textbook.
- Write their verbs and adjectives in the notebooks

Parts of Speech Chart

Parts of Speech

NOUN

A **noun** names a person, place, things or idea.

Examples

dog, cat, horse, student, teacher, apple, Mary and etc...

PRONOUN

Pronouns replace the name of a person, place, thing or idea in a sentence.

Examples

he, she, it, we, they, him, her, this, that and etc...

VERB

A **verb** is a word or group of words that describes an action, experience.

Examples

realize, walk, see, look, sing, sit, and etc...

ADJECTIVE

An **adjective** describes a noun or pronoun.

Examples; red, tall, fat, long, short, blue, beautiful, sour, bitter and etc...

Unit 4: The Pride of Pakistan

Topic: Synonyms and Antonyms



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Locate, provide and use words similar and opposite in meaning. (Reinforcement)



Materials:

- board, textbook page 41

Information for Teachers:

Teaching tips

A **synonym** is a word that means the same or almost the same thing/meaning as another word. Begin the lesson about reinforcement of synonyms with this simple definition and some examples for instance, "big" and "large" are synonyms.

An **antonym** is a word that means the opposite or almost the opposite of another word. Students may be aware of antonyms and call them "opposites." Reinforce the concept with a clear definition and a simple example; for instance, "slow" and "fast" are antonyms.

Introduction:

Warm up

- Greet the students. Ask them how they have been. Wait for their responses.
- Tell students that today's lesson will be about reinforcing the words that have similar and opposite meanings.
- Write down Synonym and Antonym on the writing board and check if they remember and recall the words.
- Help them in recalling.
- Give examples:
 - ✓ **Synonyms** of pretty: beautiful, lovely, attractive
 - ✓ **Antonyms** of pretty: ugly, plain, unattractive

Development:

Activity 1

Synonym Search

- Write a word on the board.



- Call the students in pairs and ask them to write its synonym.
- Repeat this with different words and at least 4 pairs of students.
- Clap for correct answers.

Suggested pair of synonyms: large, big, fast, quick, ill, sick, easy, simple, near, close, rock, stone

Antonym Search

- Write a word on the board.
- Now call at least four different pair of students.
- Ask them to write the antonym of the written word.
- Encourage and motivate by clapping.

Suggested pair of antonyms: black, white, fast, slow, big, small, far, near, fat, thin, pretty, ugly

Activity 2 Simon Says

- Play Simon Says with the students.
- Give any five instructions to students and ask them to do the opposite of it. For example, say, “Simon says, stand up.” Students will sit down
- Then say, “Simon says, sit down.” Students will stand up.
- Take their answers and write the word ‘opposites’ on the board.
- Ask students if they can relate this activity with what they just discussed. The students did opposite to what Simon said.
- Select two students, one with short height and one who is tall. Ask the students if they can spot the difference between the heights of the two students.
- Tall and short are opposites. Give more examples of opposite words: high and low, white and black etc.

Activity 3

- Tell the students to open their English Grade 4 Textbook on page no. 41.
- Ask the students to read out the words in their pairs.
- Once they have done it tell them to write five more words with their antonyms and synonyms in their note books.
- Monitor the pairs while they are completing the task.
- Guide and assist wherever they require help.

Book page as reference:

Synonyms and Antonyms

iv. Read the given words with their synonyms and antonyms and write five more words with their synonyms and antonyms in your notebook.

words	synonym	antonym
brave	courageous	coward
war	battle	peace
intelligent	bright	stupid
victorious	successful	defeated

Read Me

Synonyms are words that have similar meanings.

Antonyms are words that have opposite meanings.



Conclusion:

Assessment: Fist to five

- Once each pair has completed the work ask them to show their understanding of antonyms and synonyms.
- If they all have understood, they will show a complete fist of five.
- If they do not understand fully, they will show a closed fist.
- If they are in between, they will show fingers accordingly.

Follow up:

Home work

Write five words with their antonyms and synonyms in the notebooks.

Unit: 4 The Pride of Pakistan

Topic: Helping Verbs



Duration: 40 Minutes



Students Learning Outcome:

By the end of this topic students will be able to:

- Recognize helping verbs as aiding the main verbs.



Materials:

- Textbook page 42
- Picture card
- Chalk/Marker, White/Blackboard

Information for the Teacher

What are main verbs?

- The main verb is the one that tells you the main action the subject does or the condition of the subject.
- Main verb is the type of verb that has the meaning in the word itself. Without main verbs in a sentence, we would not know about the meaning of the sentence.
- There are thousands of main verbs, for examples watch, clean, see, run, speaks, divide, collect, copy, construct, etc.

What are helping verbs?

- A helping verb (or an auxiliary verb as it's also called) is used with a main verb to help express the main verb's tense, mood, or voice or to form a negative or question.
- The helping verb adds more information, such as tense or negation, etc.
- “Have,” “do,” and “be,” are three helping verbs that can also be main verbs.
- The major helping verbs are **to be, to have, and to do.**

They appear in the following forms:

To Be: am, is, are, was, were, being, been, will be

To Have: has, have, had, having, will have

To Do: does, do, did, will do

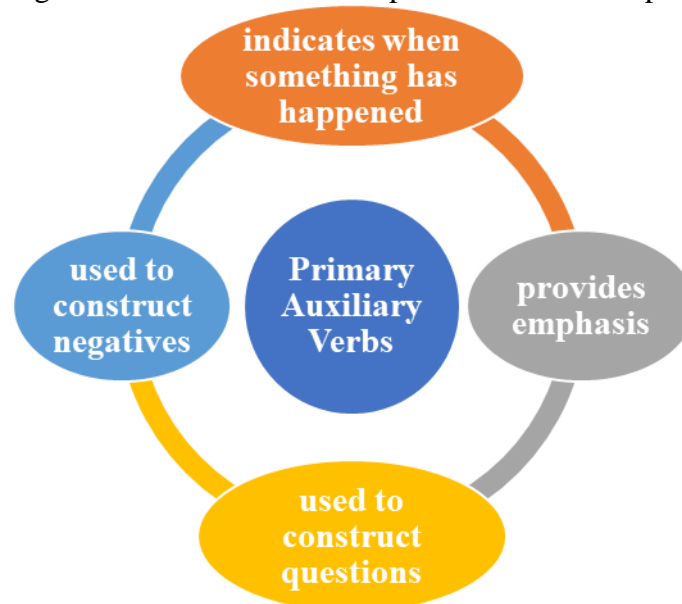
Introduction:

- Ask students “What are verbs”? The students must answer that verbs are the action words.
- Ask students how many verbs they remember.
- Ask students at random to write a sentence using the main verbs.
- Ask them to underline the main verbs. Appreciate students for correct answer.
- Tell students that today we are going to learn ‘helping verbs’.
- Tell student that verbs which comes before the main verbs are called helping verbs. They help the main verbs in a sentence.
- Tell them that helping verbs are also called primary auxiliary verbs.

Development

Activity 1

- Explain that there are three primary auxiliary verbs “do, be, and have”. A primary auxiliary verb helps the main verb.
- Draw the given organizer on the board and explain the uses of helping verbs.



- Tell students that a sentence without “verb” does not make any sense. “Ali a boy”, “Ali saw a boy.”
- Also tell them that a sentence without “helping verb” does not clear the meanings. “Ali seeing a boy.” “Ali is seeing a boy.”
- In these examples, the sentence without verb and helping verbs does not make any sense.
- Different other examples can also be given to get the meaning clear to the learners.

Activity 2

- Write the topic “Helping Verbs” on the board.
- Once again ask students, “What are verbs”? Students must answer that verbs are the action words.



- Show the picture card to students.
- Tell them to think and tell what might be happening there.
- Let students think and come up with different answers.
- Motivate students to take part and answer. For example, they should say:
 - The boys are playing.
 - The boys are playing with a ball.
 - Three boys are playing basketball.
- Note their responses on the board. Underline the word playing and say, “This is an action word”.
- Now circle the word ‘are’ and say, ‘this is a helping verb’.
- Now write these questions on the board. Ask the following questions:
 - Did you take breakfast?
 - Do you finish your classwork?
- The students must answer these questions by using the helping word “do or did”.
- Write answer on the board and circle “do and did”. Then explain them they are helping verbs.
- Do the same activity for helping verb ‘have’

Activity 3

- Now ask students to open their textbooks on page 42.
- Ask students randomly to read the given text with proper stress and intonation.
- Tell students that all the highlighted words are helping verbs.
- Discuss with them that verbs have different types “main verbs and helping verbs”.
- Write the given sentences on the board and have students come up and underline the verb in the sentence.
 - Rabia is enjoying her lesson in school.
 - She decided to write her own story.
 - Humza and Umar are going for boating with their family.
 - They did not watch the movie.
- Ask students, to identify the type of verb within the sentences written on the board.
- Encourage them to come up with the answers “enjoying” “decided”, “going” and “watch” are main verbs and ‘is’ ‘are’ and “did” are helping verbs.
- Explain them that “enjoying” and “decided” are main verbs. They have their own meanings. They don’t need other words to explain what they mean.
- Discuss with them that ‘is’ ‘are’ and “did” are helping verbs. They have not their own meanings. It helps the main verb in a sentence.

Activity 4

- Ask your students to open textbook page 42.
- Read the instructions (ii) and explain it to students.
- Motivate your students to use helping verbs and make sentences.
- Ensure the use of helping verbs in the sentences.
- Take students' feedback and write the best ones on the board.
- Make sure the concept is clear to students.

- Be mobile and keep on guiding students.

Activity 5

- Tell students that they are going to solve the worksheet (**given at the end of the lesson plan**).
- Distribute the given worksheet to all students.
- You may write the following sentences on the board.
- Read and explain the given instruction to students.
- Ask students to underline the main verbs and circle the helping verbs.
- Encourage them to do their work on their own. Take rounds while they are doing their work.
- Monitor them while they are doing their work and assist them if it is required.
- Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Conclusion/ Wrap up

Review activity is a good way to end up a lesson. Divide students into groups and give a card to each group with a main verb written on it. Ask students to make sentences of those verbs by using the helping verb.

Assessment

Assess the understanding of the students by asking a few questions.

- What did we learn today?
- What are primary auxiliary verbs?
- What main verbs and helping verbs are?
- What did you learn today?
- Which activity did you like the most and why?

Follow up/Homework

- Ask students to underline the helping verbs from any one of the passages.
- Ask student to make five sentences using helping verbs in their notebooks.

Book Reference Page

Helping Verbs

iii. Read the given sentences and notice the use of helping verbs.

- Ali **is** climbing the tree.
- Soldiers **are** fighting bravely.
- The boys **did** not finish their work.
- I **am** reading a book.
- Tashif's uncle **had** told us different stories about Pakistani soldiers.
- She **has** bought a new dress.

iv. Use the given helping verbs in your own sentences.

is are am has have had do did

Read Me

Helping verbs help the main verb in a sentence. For example, is, are, am, has, have, had, do, does, did are helping verbs.

Picture Card





Worksheet Helping Verbs

Name _____ Date _____ Section _____

Underline the main verbs and circle the helping verbs.

1. *You should finish your homework tonight.*
2. *It might rain tomorrow.*
3. *Have you seen my keys?*
4. *Where will you move to?*
5. *They are thinking about a change in venue.*
6. *We would like to go with you tomorrow.*
7. *He is working at the mall this week.*
8. *I do not want you to get sick.*
9. *Could you help him with that?*
10. *He might listen to you.*
11. *We have done our best.*
12. *She can borrow this book.*

Unit 4: The Pride of Pakistan

Topic: Descriptive Writing



Duration: 40 Minutes



Students Learning Outcomes:

At the end of this period, the students will be able to:

- Write simple descriptive paragraphs.
- Use appropriate vocabulary and tense to write a simple paragraph by giving description of a person/object/place.



Materials:

- Textbook page 44
- A4 size sheets
- tape

Information for the teacher

What is Descriptive Writing?

- A descriptive passage gives a vivid, detailed description of something—generally a place or object, but possibly something more abstract like an emotion. This type of passage is more creative than most academic writing.
- **Importance for Students**
- It makes writing more interesting and full of details.
- It encourages students to use new vocabulary words.
- It can help students clarify their understanding of new subject matter material.

Important note for Teachers

- It is important for teachers to understand that descriptive writing is a complex concept and requires ample time for students to learn the skill and technique.
- Therefore, it is suggested to start with sentences and then built on to paragraph writing.
- The activities in this lesson can be done separately, so that students get required practise and can be able to grasp the concept effectively.

For further information:

<https://www.youtube.com/watch?v=56GLAq8LiEE>

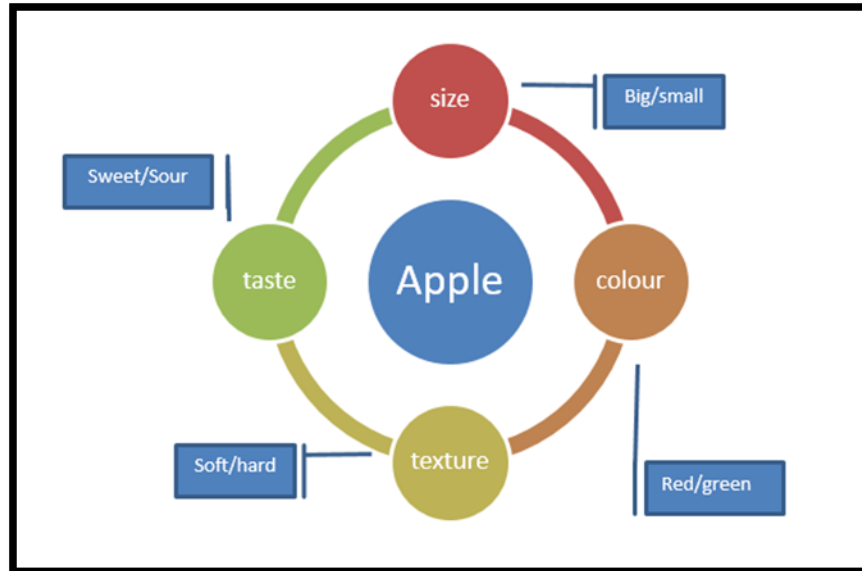
<https://www.youtube.com/watch?v=DZBZ4XbpJxc>

Introduction

Warm up

- Draw a mind map on the board of the word apple.

- Paste a picture of an apple on the board. A simple drawing of apple/cut out of an apple on a chart paper will also leave a good impact on students.
- Ask students to think about the fruit.
- Instruct them to tell a quality of apple:
 - Size: big /small
 - Taste: sweet [sometimes sour]
 - Texture: [Firm, juicy, crisp-fleshed]
 - Smell: sweet / fresh
- Write the quality in the side circles of the mind map. As shown in the picture.



- Encourage shy students and the ones sitting at the back by telling them that there is no right answer as it depends on their own ideas.
- Explain to students that the words they have used are describing words.
- Describing Words are also called Adjective that describe a noun.
- Tell them that they have done adjectives in the previous classes.
- Inform them that descriptive passages tell about things in detail so that the readers create a picture in their mind of that thing.
- Show the following video to students for more clarity:

Video resource:

<https://www.youtube.com/watch?v=56GLAq8LiEE>

Development

Activity 1 - Draw a Tree

- Divide students in groups of 4 (depending upon the strength of the class)
- Give A4 size sheets to students in groups.
- Write the following sentence on the board:
 1. **There is a tree.**
Do a small drill with them by asking the following question:
 - **What else can a tree be?**

Keep on making the sentence more descriptive like the sample sentences.

2. There is a tall tree.
3. There is a tall, green tree.
4. There is a tall, old, green tree.
5. There is a tall, old, green, beautiful tree.
6. There is a tall, old, green, beautiful tree with brown trunk and has apples on it.
7. There is a tall, old, green, beautiful tree with brown trunk and has red apples on it.

Ask them if they can change a few words to make it better.

8. I love to watch that tall, old, green, beautiful tree with brown trunk and has red apples on it.






- Instruct students to draw a tree on A4 size sheet in groups.
- Suggest them to choose the sentence that is going to be most helpful in drawing.
- Paste all the pictures in the class and appreciate them on their drawing.
- Explain them how descriptive sentences create an image of tree in their mind. Also explain the importance of descriptive paragraph.

Activity 2

- Ask students to get to the 'Writing Section', textbook page 44 and read the statement.
- Read the given descriptive paragraph about Nishan-e-Haider and ask students to repeat after you.
- Note the given information on the board as well.
- Tell students that a descriptive paragraph describes a person, place or a thing in details.
- Tell students that a description allows the reader to form a better mental image of things Tell students that in descriptive paragraph a writer described the story by listing characteristics, features and examples. It provides detail information.
- Ask students to read the given details and information again about Nishan-e-Haider on the board.
- Ask students to use the given information on the board about Nishan-e-Haider and write a descriptive paragraph about Nishan-e-Haider in their own in the notebooks. (at home)

Activity 3

- **Now tell the students the most interesting thing in descriptive writing is to create an image.**
- Draw the following table on the board.
- Explain them the rule of imagery in descriptive writing.

Descriptive Writing	
1	What can you see? 
2	What can you hear? 
3	What can you touch? 
4	What can you taste? 
5	What can you smell? 

- Show the following video to students for more clarity:

Video resource:



https://www.youtube.com/watch?v=Ea7xT2eU5_0

- Divide students in groups of 4.
- Give A4 size sheets to students in groups and write the following scenarios on the board.
 - Relaxing at garden
 - Rainy season
 - A feast at home
 - A marriage ceremony
- Ask students to write a descriptive paragraph on any topic.

GALLERY WALK

- Allocate a wall to display the work.
- Instruct group leaders to paste their work on the wall.
- Tell the groups to stand up and take a look at the work.
- Ask group leaders to draw a Star if they liked the drawing of their peers.
- After the observation ask students to come back to their seats and sit down.
- Ask them to appreciate each other by giving the following symbols:



Activity

- Ask students to get to the ‘Writing Section’, textbook page 44 and read the statement 2.
- Explain to them that for writing a descriptive paragraph, first they gather information about the topic, and then organize this information through various strategies.
- Ask them to write a descriptive paragraph about their zoo animal in their notebooks. Encourage them to write a paragraph.
- Instruct them to revise written work for correct spelling, punctuation, noun-pronoun and subject verb agreement.
- Help them if need be.
- Appreciate them for their efforts.

Conclusion

Ask students the following questions.

- Ask the following question from 3 /4 students at random:
 - What did you learn today?
 - Which activity did you like the most and why?

I Like your description	
Keep up your effort	


Assessment

- Ask students at random to tell that what a descriptive paragraph is.

Homework

- Ask students to draw a mind map of their favorite fruit in their notebooks and write a descriptive paragraph on it. Then present it to the class.

Book page as Reference



D) Writing

1. Learning to Write

i. Read the given descriptive paragraph about the Nishan-e-Haider.

The Nishan-e-Haider is the highest military award of Pakistan. The meaning of 'Nishan-e-Haider' is 'Mark of the Lion'. Usually, it is made from gun metal captured from the enemy. It is composed of 88 percent of copper, 10 percent tin and 2 percent zinc. Since 1947, eleven men from the armed forces have won this award. It is awarded to the members of the armed forces for their heroic acts in dangerous situations and for sacrificing their lives.

Read Me
A descriptive paragraph describes a particular situation, person, place or thing.

ii. Write a descriptive paragraph about 'Zoo' in your notebook.

Unit 5: Thank You, Lord

Topic: Homophones



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

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



Materials:

- Textbook page 51
- board marker of any 2 different colours
- flash cards of Homophones
- Golden Marker

Information for the teacher

• What are Homophones?

The word Homophone is a combination of two words *homo* means same and *phone* means sound. Homophones are words with same sound but different spellings and meanings. Here are some examples to help visually explain what homophones are:

1. bye by
2. hour our
3. dear deer
4. fair fare

• Importance of teaching Homophones:

- Teaching homophones can help students build their vocabulary by learning the meaning of new words and also provides an opportunity to practice and improve spelling.
- Learning about homophones can be a bit confusing for young language learners:
 - First reason is the difference in spellings that may cause confusion for students.
 - Secondly, students need to know the meaning of the words well before they can differentiate between them.
 - Therefore, it is suggested to:
 - start with the words which are familiar to students then built on to the complex ones
 - teach homophones in context; use them in sentences so that students can infer the meaning and identify use of both words
 - use visual aids, as association is the best way to build vocabulary; students are mostly visual learners, so they relate the word to the picture and remember it.



Introduction:

Warm up- Ready Steady Go...

- Give everyone in the class a sticky note.
- Ask students to write the spelling of the word that the teacher will pronounce/utter. (words for teacher, e.g. for, son, meet, bare, here, etc.)
- Speak the following words **Ready Steady Go** The word in question is ‘for’.
- Don’t answer any query of the students; just tell them to write whatever they had heard.
- Make three columns on the board like the sample given below.

Word 1	Word 2	Any other spelling
four	for	

- Ask the students to place the chit papers of the same spelling in the given columns.
- Now enquire the students what did they learn from this activity.
- The rule of Homophones will be explained by the teacher.

Video resource

<https://www.youtube.com/watch?v=6gHpiDQRUnc>

https://www.youtube.com/watch?v=gXaq6N98kkA&ab_channel=OxfordOwl-LearningatHome

Development

Activity 1

- Tell students that today they are going to learn homophones and homonyms.
- Bring picture cards (given at the end of the lesson plan) of homophones to the class and paste them on the board.
- Ask students at random to tell the names of these pictures.
- Then write their names on the board.
- Ask students to notice the same sounds or spellings of these words.
- Tell students that homophones are words that have different spelling and meanings but they sound the same.
- Explain the concept by writing examples on the board.
- Ask them to open textbook page 51.
- Read the given statement (2) from the ‘Vocabulary section’ aloud.
- Read the given pair of homophones and explain the use of homophones.

Activity 2 Hi Homophones

- Write homophones on chit papers, fold them and put them in a basket. The suggested homophones are as follow:

1. fair fare
2. week weak
3. meet meat
4. read red
5. four for
6. their there



7. ate eight

There may be more than these homophones. It all depends upon the strength of the class and interest of the class.

- Tell students that today they are going play a game named **Hi Homophones**. (This will built up curiosity and students will become more engaged in the lesson)
- Divide students in groups of 6 (depending upon the strength of the class)
- Let the two students be **Heads of Homophones** and give them resource sheet of homophones. (they will be deciding the winner group with the help of the teacher)

Rules to be followed for Heads of Homophones

The Heads will:

- Speak nothing.
- Keep the record of the time.
- Notice every single action which is against the rules told.
- Announce the winner after discussing with their teacher
- Give a golden star to the winner group
- Ask each group to choose 1 volunteers who will act the meaning of the homophones

Rules to be followed for volunteer:

- The volunteers will stand in front of the class.
- Volunteers are allowed to say anything but they cannot speak the words given to them.
- Shake the basket / container well so the chits are mixed up.
- Ask the volunteers from each group to come forward one by one and pick a chit of number from the basket.
- They will give hints to their group members to guess the words.
- Give 3 /4 minutes to each group.
- Repeat the process 6 times giving turn to each group.
- The group whose volunteers will guess the words in the least time will be the winner.
- Display the resource sheet in the class for further reference.

Resource Sheet of Homophones		
1	fair You do not play fair game.	fare Less expensive fare is available at the restaurant
2	week Eid holidays are going to be of two weeks .	weak After fever he got so weak that cannot play football.
3	meat I love to eat meat.	meet I want to meet your mother.
4	four I have four rings.	for this burger is for rupees 20.
5	ate I ate a lot of mangos.	eight I lost eight kg in a month.
6	Their This house is their own.	there There is an old house in front of utility store.



Activity 3 – Homophone Pairs

- Now ask the students to complete the spelling of the given words.
- Worksheet sample is given below.

Complete the spelling to make a set of homophones.	
Hi	h_g_
Maid	_ _ i _
Tale	_ a _ _
Which	_ _ t c _
Pair	pe _ _
Peace	_ i _ _ e
Peak	p _ _ k
Write	_ _ ght
Too	_ w _
Son	s _ _
I	e _ _

- Write the correct spelling on the board.
- Make the students do self-checking on their work.

Activity 4– Homophone Pairs

- Provide the worksheet given below to all the students.
- Now ask the students to circle the correct word to complete the sentence. Then write the word on the line.
- Write the spelling on the board.
- Make the students do self-checking on their work.

Conclusion

Ask students the following questions:

- Ask the following question from 3 /4 students at random:
 - What did you learn today?
 - Tell any two homophones you learned today.

Assessment

- Ask them to open textbook page 51. Read the given statement (3) from the ‘Vocabulary section’ aloud. Ask them to solve the activity. Check their work side by side and help them if need be.

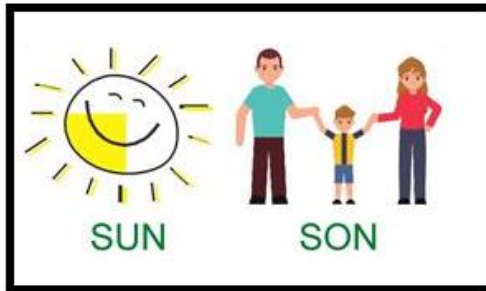
OR

- Ask students to write any 5 homophones on the board.

Homework

- Ask students to make a booklet of Homophones by using colored sheets / plain sheets and stapling those together. Ask them to draw a picture also.

Picture Cards



Book page as Reference

Homophones

ii. Read the following pairs of homophones.

son	—	sun
steel	—	steal
pray	—	prey
lessen	—	lesson

Read Me

Homophones are words that sound the same but have different meanings and spelling.

iii. Write a homophone for each of the given words. Also use these homophones in sentences of your own in your notebook.

deer	
night	
sea	
rein	



Worksheet

Homophones

Name _____ Date _____ Section _____

Circle the correct word to complete the sentence. Then write the word on the line.

1. My dog hurt his front _____ from digging in the yard.
paws pause
2. We _____ all of our soccer games this season.
won one
3. My mother has to _____ my torn clothes.
so sew
4. Tania can't _____ her bat.
fined find
5. The kids love to run on the _____.
flour floor

Unit 6: Valuing Others

Topic: Compound Words



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board.
- Locate difference between the two parts of a compound words.



Materials:

- Textbook page 59, 60
- Magic wand/ a stick with a star on it
- IT resource
- 6 Flip charts/ 6Chart papers/ 6A4 sheets

Information for the teacher

Go through the examples given in the lesson plan before conducting the lesson

Introduction

Warm up

- Bring your magic wand in the classroom and tell the students we are going to do a magic today.
- Ask the students what are the things required for magic.
- Write down all the responses on white board.
- Feedback of all the responses is noted on the board.
- Tell the student every magic needs a formula.

Here is the formula of magic:

Wand/spell + ingredient = a new thing

- Write some words on the board and ask students to add a word against each given word in such a way that gives rise to another word.

store + room = storeroom

black + board = blackboard

foot + ball = football

Note:

Give reference of Tom & Jerry where they turn each other into something else when using the wand of the witch.

You may show them the following link as well.

Link:



<https://youtu.be/Au63DyjBQ7k>

[These cartoons were referred as they are universally famous and that too in every age group. It is on teacher's discretion. Keep the level and interest of the student in mind and use any type of reference.]

Development

Activity 1

- Tell students that today they are going to make compound words.
- Introduce students with the concept of compound words.
- Tell them that by the combination of two different words, a new word is created which has entirely a different meaning.
- Ask them to open textbook page 59.
- Show the pictures butter and fly and explain to them that these are two different objects. Now write these words on the board and show them picture of butterfly and explain them that butterfly is a compound word.
- Read the given examples aloud.
- Ask them to do exercise 3 and 4 On their textbook page 60.
- Help them if need be.

Activity 2

- Here is the list of some commonly compound words. Make a worksheet according to the sample given or ask the students to do this activity in their copies.

Closed Compound words

1. bullfrog.
2. snowball.
3. mailbox.
4. grandmother.
5. railroad.
6. sometimes.
7. inside.
8. upstream.

For extra talented students (Explain these compound words as well)

Open Compound words

1. peanut butter.
2. Boy Scouts.
3. no one.
4. ice cream.
5. real estate.
6. high school.
7. living room.
8. sweet tooth.

Hyphenated Compound Word Examples

1. two-fold.
2. check-in.
3. merry-go-round.
4. father-in-law.
5. seventy-two.



6. long-term.
7. up-to-date.
8. mother-in-law.

Use the following words and complete the table below.				
	Word 1	Word 2	Compound word	Type
1	high			
2		cream		
3	Long			
4		mother		
5	check			

Activity 3

- Divide the class in 6 groups.

Give them the following names:

A	A1
B	B1
C	C1

Rule of the game

- Group A will compete group A1
They will work on 'open compound words'
 - Group B will compete group B1
They will work on 'closed compound words'
 - Group C will compete group C1
They will work on 'hyphenated compound words'
 - Whoever will make more words in 5 minutes time will win!
 - The group who has dictionary can use that.
- This will increase the interest among students to use dictionary.
- If the team members do not cooperate they will lose points.
 - Teacher will decide the winner group.

Conclusion/ Sum up / Wrap up:

- Summaries the key concept of compound words with your students.

Assessment

- Assess them by using the following worksheet.

Circle the compound words in the following sentences.

1. I want to meet him in the classroom.
2. I am playing in the playground.
3. Do not go out in daylight if you are having headache.
4. Sometimes the best way to help someone is to be with them.
5. This is my old toothbrush.





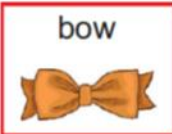

Follow up [Homework]

- Now ask the students to underline compound words from any reading material: it can be a book, a magazine, science book or etc. [cross curricular]
- Share it with their class fellows the next day.

Book page as reference

Page 59


iv. Read the given compound words.

	+		=	butterfly	
	+		=	rainbow	

Read Me
Two words combine to make a **compound word**. Each word has its own meaning but when we join them, they give a single new meaning.

Page 60

v. Look at the picture below. Circle the things that are written as compound words. Write down their names and break them down into words they are made of. One has been done for you.



sunflower	=	sun	+	flower
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____

vi. Read the lesson again and fill in the blanks.

- Rehan is the best friend of _____.
- Saad was feeling _____ for his rude behaviour.
- Faraz _____ while walking.
- Faraz was selected as _____ of cricket team.
- Saad said _____ to Faraz for his bad behaviour.

Unit 6: Valuing Others

Topic: Compound Words



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- Break up some common compound words into words they are made of.
- Use common compound words in speech and own writing.



Materials:

- Textbook page 59, 60
- Magic wand/ a stick with a star on it
- IT resource
- 6 Flip charts/ 6 Chart papers/ 6 A4 sheets

Video resource:

<https://www.youtube.com/watch?v=GEvfkpsTbps>

Introduction

Warm up

- Bring picture cards (given at the end) of compound words and put them on the table.
- Call students at random and ask them to pick the cards that can make a compound word.
- Then ask them to read aloud these words and paste both cards on the board.
- Praise them for their correct responses.
OR
- Either show the video to the students if there is any computer lab available.
OR
- Make a fun game/ quiz for the students using the resource of video

Development:

Activity 1

- Give the students the provided worksheet
- Ask them to separate the compound words. For example,

Snowman = Snow + Man
dustbin = dust + bin



- Ask students to write the words accordingly in the given space.
- Help them if need be.
- Encourage them to do their work on their own.
- Ask them to write neatly. Take rounds while they are doing their work.

Activity 2

- Assign them different units [comprehension passages] from the book. [other passages from internet etc can also be taken to the class.]
- Ask them to underline and make list of compound words.
- Following is the pattern to follow:

Unit Name: _____
Compound words
List of compound words
classmate

- **Gallery walk**
Paste the work in different places and ask the students to take a round and see each other's works.

Activity 3

- Give a few words from the above mentioned list and ask the students to use them in writing sentences.

Conclusion

- Ask students to recapitulate the concept of compound words by using the objects present in the class and creating compound words out of these. in (indoor), sun (sunflower), house (farmhouse).

Assessment

Focus Free Writing

- Ask the students to recall and enlist compound words learnt earlier.
- Now write a 'Focus Free Writing' using the compound words that they had enlisted.

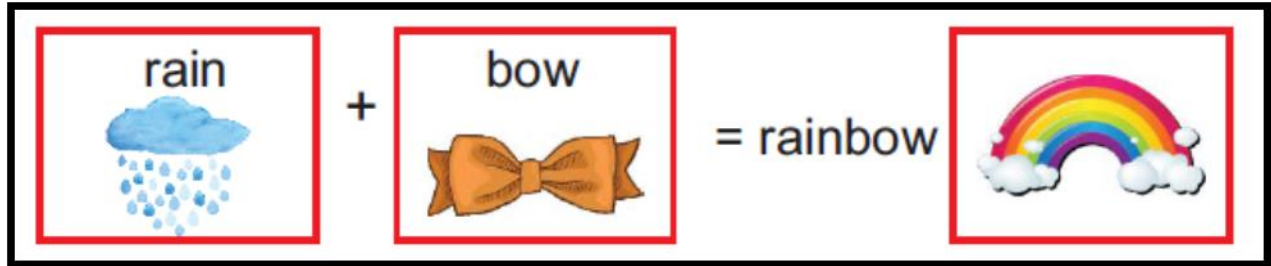
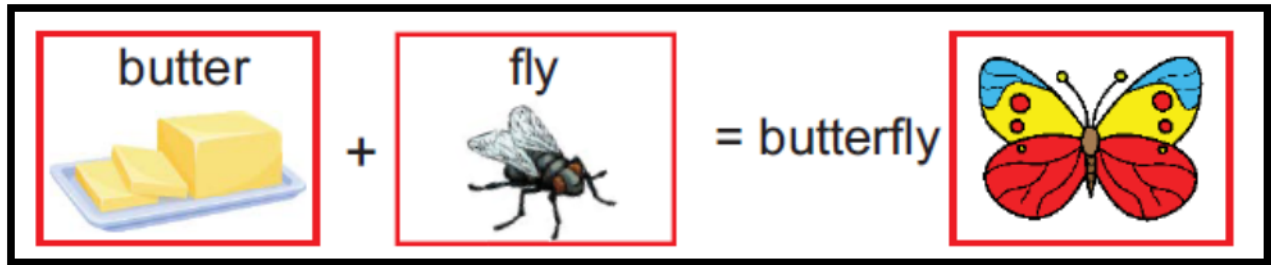
Rules for writing Focused Free

- ✓ Focused freewriting is **writing without stopping and editing about a specific topic**
- ✓ No grammatical concept will be underlined.
- ✓ No spelling mistake will be marked

Homework

- Learn the class work at home.

Picture cards



Book page as reference

Compound Words

ii. Think about and write four compound words. Then break them down into individual words they are made of.

_____ = _____ + _____	_____ = _____ + _____
_____ = _____ + _____	_____ = _____ + _____



Worksheet

Compound words

Name _____ Date _____ Section _____

Read the given compound words and break them down into individual words they are made of. First one done for you.

Compound words	Word 1	Word 2
windfall	Wind	Fall
baseball		
worldwide		
southeast		
sailboat		
railway		
snowman		
birthday		
wildcat		
football		
peanut		
afternoon		
anytime		
blackboard		
bookstore		
classmate		
eyeball		
freelance		
gridlock		
hamburger		

Unit 6: Valuing Others

Topic: Capitalization and Punctuation



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Write sentences of their own using correct capitalization, punctuation and spelling.



Materials:

- Flash cards of punctuation marks
- Riddles cards
- Flash cards of sentences
- Tape
- Textbook page 63

Information for the teachers

Following are the rules of English Capitalization:

- Capitalization the **First Word** of a Sentences.
- Capitalize **Proper Nouns**.
- Capitalize **Days, Months, and Holidays**, But Not Seasons.
- Capitalize **Headings and Titles**

Following are the rules of English Punctuation marks:

- A full stop (.) is a punctuation mark. It is used for several purpose, most often to mark the end of a declarative sentence.
- A question mark (?) is a punctuation symbol placed at the end of a sentence or phrase to indicate a direct question.
- The exclamation mark (!) is used at the end of a sentence or a short phrase which express very strong feeling.

Introduction

Greet your class with Asslaamu Aliakum and motivate them to reply with Waalaikum Assalam
Instruct them to recite “Bismillah” before starting their work.

Punctuation Riddle

- Bring the three riddle cards (riddle sentences) and punctuation mark flash cards in class.
- Call a random student in front of the class. Ask him/her to read the riddle or sentences.
- Then ask Him/her to select and pick up the correct punctuation flash card for the riddle he/she just read show it to the class.
- Read this activity for other riddles.



	? Question Mark			! Exclamation Mark			● Full Stop	
--	----------------------------------	--	--	-------------------------------------	--	--	------------------------------	--

RIDDLES
I am a police officer who completes a thought. Who am I?
I am a baby who keeps on asking things. Who am I?
I am the excited alien who stands upside down. Who am I?

Development

Activity 1

Sit stands with capitalization

Tip for Teacher

- Students should start from a seated position, either at desks, on chairs or on the floor.
- Divide the class in two large groups.
- Give the group names Team A and Team B.
- Explain the rules of game to the students.

Rules:

- Stand up when you hear a word that should be capitalized. (e.g. Maryam Ahmad, etc.)
 - Sit down when you hear a word that should not be capitalized. (e.g. book, boy etc.)
 - The team with most correct responses will win.
- Ask students listen you carefully and start playing ‘Sit stand with capitalization’.
 - Read one word from the word bank aloud in front of the class. Repeat the activity for each word.
 - Declare the winner team,
 - Ask the students appreciate the team work by clapping.

Word bank

City	Building	Garden
Shalimar bagh	River	Chanab River
Islamabad	Village	Minar e Pakistan

Activity 2

- Write the given paragraph on the board.
- Ask the students to rewrite the given passage in their notebooks with correct capitalization and punctuation.



asif is a very obedient boy he always goes out of the house with his parents' permission he told his friend sarmad to look right and left before crossing the road why did he do that i am excited to know

Activity 3

- Recall the use of capital letters and punctuation marks.
- Explain to them that we use capital letters with the first letter of a sentence and proper nouns. The names of months and days also begin with capital letters.
- Have them recall that we use full stop at the end of each sentence. We end a question with question mark and we use exclamation marks at the end of exclamatory sentences.
- Ask some students at random to share some examples.
- Tell students to open textbook page 63. Read the given (v) statement from the 'Grammar section' aloud.
- Write the given sentences on the board.
- Call some students at random and ask them to punctuate these sentences.
- Ask students to complete this activity on their notebook.
- Help them if need be.

Conclusion/ Sum up / Wrap up:

- Ask the students the following questions:
- Which one of the following is a proper noun?
Sunday day holiday
- Write the following sentences on the board:
 - I am home now.
 - What is your name?
 - Wow it is a wonderful day!
- Ask the students to identify the punctuation mark used in the sentences.

Assessment

- Write different a few sentences on the board and assess students for: oral responses.
- identification of the correct punctuation marks.
- rewriting the passage with correct capitalization and punctuation.

Follow up [Homework]

3 mins

Ask students to select any 5 words from their textbooks. Write five sentences using them and apply all learnt punctuation marks in their notebooks.

Book page as Reference

Punctuation

v. Punctuate the following sentences using full stops, question marks and exclamation marks. Remember to capitalise words where required.

- hurrah we won the match
- where are faraz and saad going
- saad feels embarrassed for his rude behaviour
- did you get up late in the morning

Unit: 6 Valuing Others

Topic: Narrative Paragraph



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- Write simple narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple paragraph by narrating an activity from immediate surroundings.



Materials:

- Textbook page 63
- Flash cards of speaking prompts
- Chalk/Marker, White/Blackboard

Information for the Teacher

What is a Narrative Paragraph?

- The primary purpose of narrative paragraph is to describe an experience or an event in the form of a story.
- It has the following three features
 1. Introduction: Introduce characters and setting
 2. Main event: Description of events in sequence
 3. Conclusion: Lesson learnt
- It is important for teachers to understand that narrative writing is a complex concept and requires ample time for students to learn the skill and technique.
- Therefore, it is suggested to start with sentences and then built on to paragraphs.
- It is important to make narrative writing lessons fun, so students can share their ideas confidently and with ease.

Introduction:

- Ask any random student to tell you any event of his/her life.
- Motivate him/her to share maximum information about that event.
- Jot down all the points on the board. Tell them that these points can be used to write in the form of narrative paragraph.

Development

Activity 1

- Write the title “Narrative Paragraph” on the board.



- Tell them that a narrative paragraph tells a story about real-life experiences. It includes the writer's personal opinions. It has a proper beginning, middle and an end. It is written in first person or the third person. Usually, the past tense is used.
- Show some examples of narrative paragraphs from different storybooks.
- Explain that they have to follow some guidelines while writing a narrative poem.
- Explain them that there are three important steps for writing a narrative paragraph: Planning, Drafting and Reviewing.

Step 1:

- Elaborate to them, planning is the most important step, here they decide what they have to do or what points need to be considered for writing a narrative poem.
- Show the points of the following, in the form of a graphic organiser on the board. It will help students to comprehend it easily.

Step 2:

- Tell them that after planning, the second step is drafting, where they have to organise all the points they have collected at the planning level.
- Instruct them to use appropriate vocabulary to make the poem flow smoother and interesting.

Step 3:

- After writing, advise them to check their text thoroughly according to its set standards. Make corrections where required.

Activity 2 Speaking to Generate Ideas

- Inform students that today they are going to do a very interesting activity in which they will share their ideas freely about **Food**.
- Distribute the flash cards of speaking prompts in students [See shared Flash cards of prompts given below].

NOTE: The speaking prompts are suggestive and can be modified according to the need and ability of the class. Any one prompt can be used as well if it is the requirement of the class.

- Tell students that they have 3 / 5 minutes to think about their topic.
- Instruct them to keep the following criteria in mind:
 - Be confident.
 - Be clear [loud enough that students at the back can hear you clearly].
 - Tell only 2 / 3 sentences.
- Write the above criteria on board as well.
- Tell them that with the help of this speaking activity they give vent to their own ideas, thoughts, emotions and feelings.
- Ask students to unanimously select their topics. Write topic on the board and ask students to share ideas one by one related to the topic.
- Note down all the points on the board. Then rearrange points in the form of the mind maps.
- Eliminate irrelevant ideas and points. Appreciate students' participation.
- Encourage shy students and the ones sitting at the back by telling them that there is no right answer as it depends on their own ideas.

- Ask students to appreciate their peers with a Thumbs Up.

QUESTION TIME

- Now ask the following question from students:
 - **How did you feel about the game?**
 - **What did you like about your peers' ideas?**
- After that guide them how to use these point in writing paragraphs.




Speaking Prompts (Talk for 1 minute)



Activity 3 Narrative Paragraph

- Write the topic 'A Visit to Zoo on the top'.
- Brainstorm ideas from students by asking them question:
 - Where did you go?
 - Who went with you?
 - Which day did you go to the zoo?
 - What did you see there?
 - What did you eat there?
 - What did you drink there?
 - How did you feel?
 - What did you learn?

- Draw the following table on the board (Do not write the answers).

A Visit to Zoo Story/Paragraph (For a Narrative paragraph/Story)	
<p style="text-align: center;">Introduction Characters / setting</p> 	<p style="text-align: center;">Suggested points</p> <ul style="list-style-type: none"> ➤ I went to the zoo ➤ I went with my family
<p style="text-align: center;">Main Events Describe the event</p> 	<ul style="list-style-type: none"> ➤ I went to the zoo on Sunday ➤ We saw a huge lion ➤ The monkeys were very active ➤ We ate sandwiches ➤ We drank juice
<p style="text-align: center;">Conclusion Lesson you learnt</p> 	<ul style="list-style-type: none"> ➤ We had a lot of fun ➤ We were so happy ➤ We should take care of the animals

- Demonstrate the writing method by adding details as shown in the above given table.
- Encourage shy students and the ones sitting at the back to answer.
- Write their feedback in the columns under the relevant heading [See suggested points].
- Accept all relevant answers, as students may answer according to their own observation and ability.
- Now in as students to write the narrative passage in their notebooks.
- Ask them to follow the rules of narrative writing.
- Instruct them to follow the given criteria:
 - Have a proper beginning, middle and an end
 - Use first person or the third person pronouns
 - Use past tense
- Ask them to revise their written work for correct spelling and capitalisation.
- Help them if need be.
- Ask volunteer students to read their stories in front of the class.



- Ask students to appreciate their peers clapping.

Activity 4

- Ask students to open textbook at page 63. Read the given statement of writing section.
- Ask them to read the given mind map words and use them to write on the topic 'A trip that was unexpected or surprising'.
- Explain that they have to follow some guidelines while writing a narrative poem.
- Then again explain to them how to write a narrative paragraph and also discuss features of narrative paragraph with them.
- Explain and tell them that they have to write a narrative paragraph answer the given questions in the mind map.
- Write the title 'A trip that was unexpected or surprising' on the board and draw the mind-map on the board, using ideas from different students. Help students writing the paragraph and filling in the mind map.
- Tell students to write individually for about 10 minutes, without stopping and without worrying about grammar or punctuation.
- If they don't know a particular word, they write it in their first language (L1). This often helps learners to further develop some of the ideas used during the 'Generating ideas' stage.
- Ask them to compare together what they have written, and use a dictionary, the teacher or each other to find in English any words or phrases they wrote in their L1 (first language).
- Now tell students to use their points from the graphic organiser to write a paragraph on their notebooks.
- Roam around and keep on guiding students for completing the activity by keeping all the rules of the given concept in view.
- Pay special attention to the slow learners so that they can solve the activity.
- Encourage them that nobody is perfect at the beginning. They have to try again and again to make their piece of writing interesting.

Conclusion

- Wrap up the lesson by summarizing and repeating main points of the lesson.
- Share the features of narrative paragraph.
- Ask the following questions from 3 /4 students at random:
 - What did you learn today?
 - Which activity did you like the most and why?


Assessment

- Call students at random and ask them to share their paragraph.
Or
- Ask students to write a narrative paragraph of 5-6 lines on the topic they like.

Homework

- Ask students to write a narrative paragraph on how do you celebrate Eid-ul-Fitr.
Or
- Write a narrative paragraph on any event of your life which you have never forgotten.
(Textbook page 63, Activity ii from writing section)

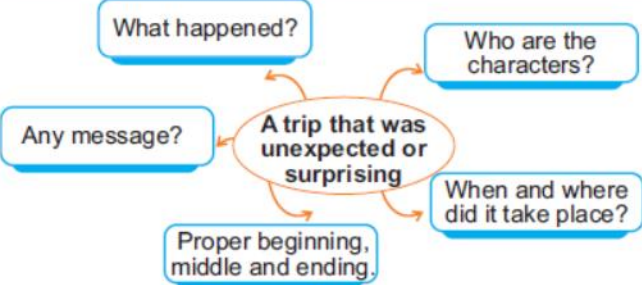
Book reference Page

 **D) Writing**

1. Learning to Write

Read Me
A narrative paragraph retells an event. It has a beginning, the middle and an ending.

i. Write a narrative paragraph on a trip that was unexpected or surprising, taking help from the given mind map.



```
graph TD; A("A trip that was unexpected or surprising") --- B("What happened?"); A --- C("Who are the characters?"); A --- D("When and where did it take place?"); A --- E("Proper beginning, middle and ending."); A --- F("Any message?");
```

ii. Write a narrative paragraph of your own on any event of your life which you have never forgotten.

Unit 7: Colors of Pakistan
Unit 8: Good Study Habits
Topic: Long and Short Vowel Sounds



Duration: 40 Minutes

**Students Learning Outcomes:****By the end of this topic students will be able to**

- pronounce and practice long and short vowels as they occur in practice items and sentences in reading lessons and in speech.
- pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute.
- pronounce short vowel sounds 'i' as in bit, /o/ as in cot, /u/ as in sun.

**Materials:**

- Board, textbook page

Information for Teachers

- There are 5 vowels in English a, e, i, o and u
- Rest of the letters are called consonants.
- When vowel sound is produced quickly it is called short vowel sound.
- When it is prolonged it is long vowel sound.
- A long sound is pronounced like its letter name. e.g. kite, tube
- A short sound does not sound like its letter name. e.g. kid, clue

Teaching tips

- While teaching the lesson consult the textbook wherever required.
- Do model reading of the words to distinguish between long and short vowel sounds.
- Give ample opportunities to the students to practice for better understanding of the concept.

Warm Up

- Write "a, e, i, o, u" on the board and ask students, "What are these letters?"
- They should answer that these are vowels.
- Ask them to say five words that begin with vowel sounds.
- Note their responses.
- Praise them for their active participation.

Development

Activity 1

- Tell students that today they are going to learn long and short vowel sounds.
- Have them recall the concept of vowels.
- Ask students at random to share some examples.
- Explain students that vowels can make short or long sounds. A long vowel sound is held longer than a short vowel sound.
- Tell them that mostly a long sound pronounces like its letter name.
- Read the statement (1) aloud from the 'Phonics section', textbook page 72.
- Write the following list of words on the board e.g. pg. 72 Unit 7.

Long Vowel Sounds

a	brave	game
e	sheep	keep
i	kind	find
o	boat	float
u	cube	huge

- Tell them to open their textbooks pg. 72.
- Model Read of each word.
- Instruct the class to repeat after you.
- Ask students to repeat after you 3-4 times.
- Clear any misunderstandings.
- Keep on practicing till the concept is clearly understood by all.

You can use video resource.

Video resource

<https://youtu.be/4TjcT7Gto3U>

<https://youtu.be/xTKPxa9y9TM>

Activity 2

- Instruct the students to take out pg. 72 unit 7 of their English textbooks.
- Explain exercise 2 of making more words with long vowel sounds.
- Instruct them to work in pairs to complete the task.
- Tell them to complete it in their note books.
- Monitor the class while they are doing the written work.
- Provide guidance wherever required.

Activity 3

- Read the chart of short vowel sounds on pg 81 unit 8 of English textbooks.
- Tell the students to repeat after you for maximum practise.
- Explain to the students that a short vowel sound does not sound like its name.

- Provide enough examples to clear the concept.
- Tell the students to make two words with each vowel sound and write them in the notebooks
- Instruct them to work in the same pairs.

Conclusion

- Review the concept introduced by quickly going through the list of long and short vowels.
- Ask them how many vowels are there in English language.
- Inquire from them what consonants are.

Assessment

- Ask students at random to share some words with long and short sounds.

Follow up

Homework

- Find any two short and any two long vowel sound words from Unit 7 and Unit 8
- Write them in the notebooks.

Book pages as reference Page 72

Long Vowel Sounds

i. Read and say the given words with long vowel sounds.

a	brave	game
e	sheep	keep
i	kind	find
o	boat	float
u	cube	huge

Read Me

A vowel's sound is long if it sounds like the vowel's name. For examples, a long 'a' in 'sake' and a long 'e' in 'weep'.

ii. Make more words with long vowel sounds.

a		o
e		u
i		

Page 81

Short Vowel Sounds

i. Read and say the given short vowel sounds.

a	man	can
e	set	let
i	pill	hill
o	cot	hot
u	cub	hub

Read Me

A short vowel sound does not sound like its name.

ii. Make two words with each vowel and write them in your notebook.

Teacher Guide
Grade-4

Lesson Plan
22

Unit 7: Colours of Pakistan

Topic: Speech Bubbles



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- write short text in speech bubbles in cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.



Materials:

- Flash cards of stick figures
- Tape
- Pictures from old magazines for example, people, cartoons and animals
- textbook page 77

Information for the teacher

Speech bubbles are a graphic representation of character's speech or thoughts. They are commonly used in comic books to attract reader and create interest in the speech.

Reasons of working in speech bubbles

Speech Bubbles are for children who find it difficult to develop the speech, language and communication skills they need for life. They are the tools which help children make sense of the world, interact socially, understand and regulate emotions, make friends and learn with fun.

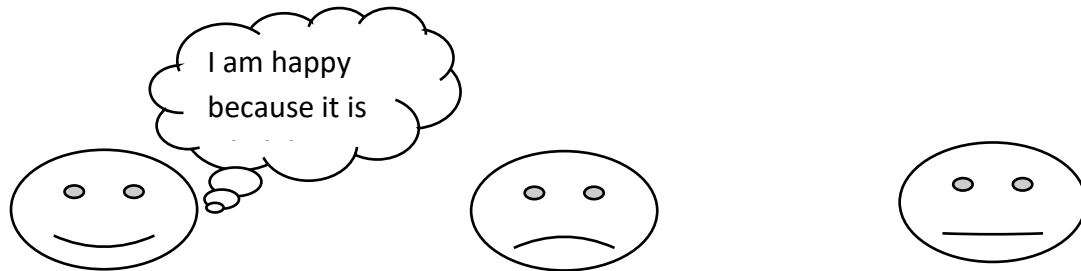
Introduction

Greet your class with Assalamu Alaikum and motivate them to reply with Waalaikum Assalam. Instruct them to recite “Bismillah” before starting their work.

Warm up

- Make the following emojis on the board.
- Ask the students what they might say.

[First one has been done as a sample].



- Read the text from the speech bubble and ask students to guess what will next emoji say or express. Involve all students in the activity. Appreciate them for their responses.

Development

- Tell the students that today they are going to learn about “speech bubbles”.
- Explain to them why do we use speech bubbles in our writings.

Activity 1:

- Divide the class into groups.
- Provide each group with a magazine cut out [a picture of a person, animal, cartoon etc.]
- Tell them to draw speech bubble with it.
- Instruct the each group to write a dialogue in the speech bubble for the given picture.
- Groups will share their pictures with dialogue with the whole class.

Sample A



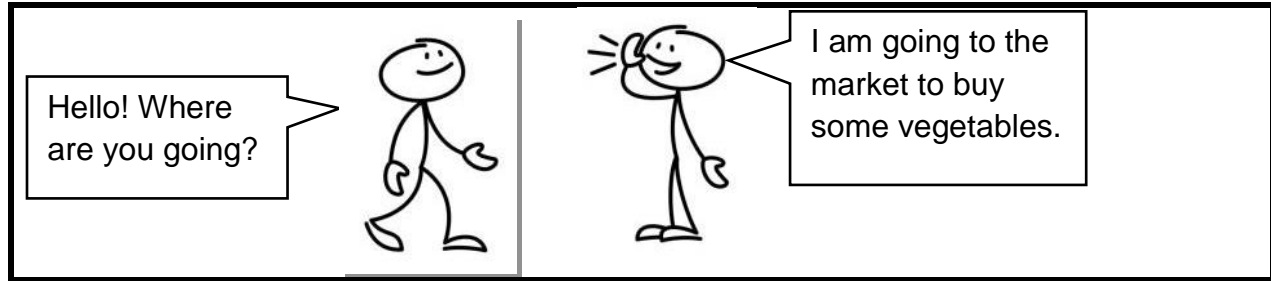
I am Jahangir Khan.
I am the best squash
player.

Activity 2

- Draw one or two random stick figures on the board or use flash cards of stick figures. [See attached resource figure given at the end of the lesson plan]
- Ask students to draw their own stick figures in their notebooks. [each student will draw one or two stick figure in his/her copy]
- Ask them to write a random question on the top of the page i.e. what are your plans for today? [See sample B]
- The stick figure will answer the question in speech bubble.
- Call students at random and ask them to share their questions and answers of their stick figures in front of the class.

[They will show their stick figures to their class fellows. It will increase their interest in work.]

Sample B



Activity 3

- Tell students to open textbook page 77. Read the statement 2.
- Explain to them that speech bubbles tell us thoughts or words of characters.
- Tell them that we use usually speech bubbles in dialogue writing to tell thoughts or words of characters.
- Ask them to look at the pictures of girls given on page 77. Tell them that they are good friends.
- Ask them to write a dialogue between two friends discussing their favourite festivals.
- Have students recall the different festivals of Pakistan, they read in the lesson 'Colours of Pakistan'.
- Guide them to revise written work for capitalization and punctuation.
- Help them if need be.

Conclusion / Sum up / Wrap up:

- Sum up the lesson by revising the rule of dialogue writing in speech bubbles.
- Ask a few students at random to answer the question: What did you learn today?

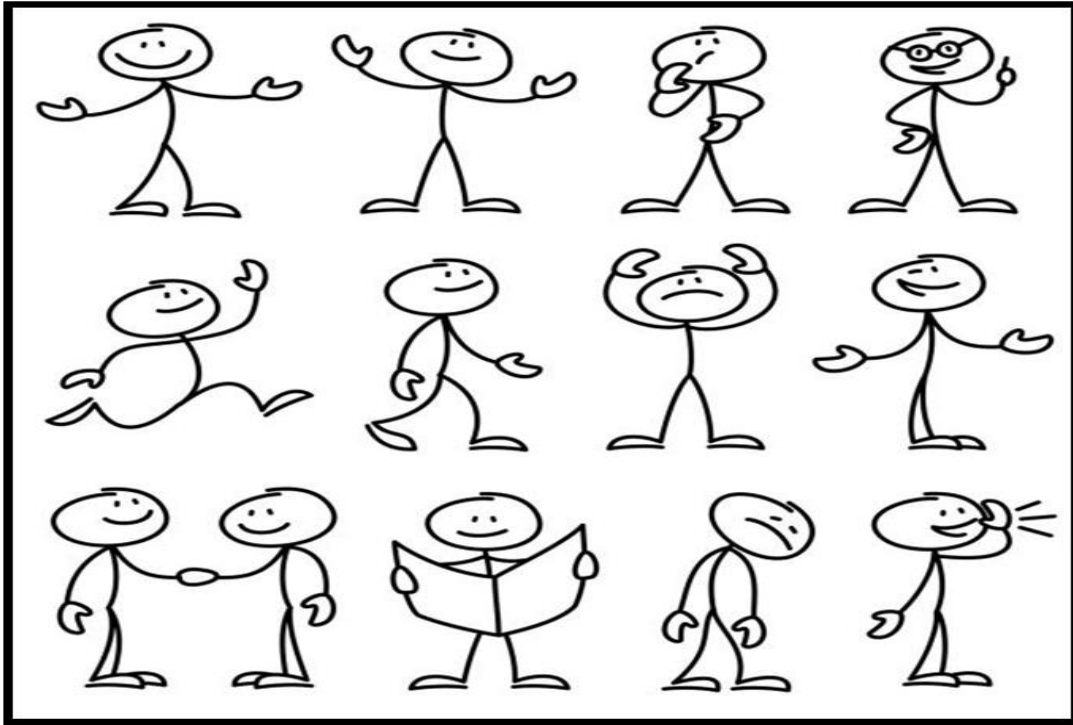
Assessment

- Draw different faces on the board and ask students to writing in the speech bubbles.
- OR
- Ask any random student and share his/her dialogue with class.

Follow up [Homework]

Ask students to find and bring a cut out of a comic strip from any newspaper, magazine or old book. Read it in front of the class. Share the reason of choosing that comic strip.

Figure: Sample Stick Figures



Book page as Reference

ii. Write a dialogue between two friends discussing the different festivals of Pakistan.

Did you ever attend the _____ festival?

Yes, we went there last year.

Unit 8: Good Study Habits

Topic: Brainstorming



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- use some strategies to gather ideas for writing, such as brainstorming.



Materials:

- textbooks page 83
- Writing notebooks and/or paper
- White boards and markers
- Chart paper and markers

Information for Teachers

- Note-taking is a technique to gather information about a topic. It is a very useful technique.
- Intensive reading and note-taking activities requires students to read the text carefully to understand its meaning and context.
- Critical thinking and make note is a process of analyzing information when thinking to find out deeper meaning of concepts, questions and assumptions. It is a way of deciding whether a claim is always true, sometimes true or false and note down the major points.

Key Vocabulary

- Graphic organizer
- Pre-writing
- Organize
- Topic
- Brainstorm

Introduction:

- Ask students to think about what authors do before they write. Divide students into partners to share ideas, then discuss as a whole class.
- Record student answers on the board under the title of 'Authors' For example:
 - research
 - brainstorm



- organize their ideas
- work with others
- Make students create a new section in their notebooks labeled 'Pre-writing' and label each sub-section for the following activities.

Development

Activity 1

- Tell students that today they are going to learn about note-taking.
- Tell students that note-taking is a brain storming technique. We use it to gather information about a topic.
- Ask them the given questions.
 - Do you take notes?
 - Do you note what your teacher teaches you?
- Tell them the significance of note-taking and appreciate their answers.

Activity 2

- Model this activity by writing a topic, such as 'Butterflies,' in the center of a piece of chart paper.
- Gather students around and do a shared writing experience in which you and your students think of what they know about the topic, writing ideas in a web pattern or graphical organizer.
- Gather students' response on board.
- Accept every answer from students.
- Provide feedback on their responses.
- Tell students for notes-take, they do three things. First they select a topic and write it on the top.
- Then find and write difficult and new words. Note down on the notebooks.
- In the end, they think and make a list of important points.
- Guide student to understand how to organize ideas according to similarities. For example, if one idea for butterflies is 'Color,' sub-categories can list different colors.]

Activity 3

- Now allow students to practice on their own.
- Divide into partners and give partners a white board and a marker.
- Whisper a secret topic to each partner-pair and allow them to brainstorm using the web method or graphical organizer for ten minutes.
- As students work, walk around to check in on work.
- Pull students for more practice as necessary.
- Before bringing students back together, ask them to erase their central topic.
- Gather students back together and have them share their webs or graphical organizer, allowing other groups to guess their topic.

Activity 4

- Ask students to open textbook on page 83 and read the statement (iv).
- Make them notice that there are three bubbles having major points on the procedure how to take notes.
- Let's read what they had had.
- Make them notice the use of note-taking technique.

- Address their queries and check their understanding.

Activity 4

- Select a paragraph from the textbook.
- Write the paragraph on the board or tell students the page no. from the textbook.
- Make a three boxes on the board and label them with the headings ‘title’ ‘new word’ and ‘important points’.
- Divide the class into pairs.
- Ask them to make same boxes on their notebooks and fill in the boxes after reading the text again and again. (this work must be done in the notebook).
- Ask them to understand the meaning of new words in the context and write important points in form of complete sentences.
- Instruct them to make notes in the notebooks.
- Monitor the pairs while they are working and provide assistance wherever required.

Conclusion

Ask the following questions from the students:

- What have you learnt?
- What is the best thing about brainstorming?
- What is one difficult thing about brainstorming?
-

Assessment:

Ask students to recall the rules or steps to take notes.

Homework

Give students to use a variety of graphic organizers to brainstorm ideas and topics.

Book Reference Page

iv. Read the given information to make notes.

Title
Write the title of your topic 'First Prize'.

Note new words
success sweating
wipe glad

Make important points

- Danish worked hard in his studies.
- His parents also helped him.
- He stood first in his exams.
- He wrote a letter to them.

Read Me
Note-taking is a technique to gather information about a topic. It is very useful.

Unit 8: Good Study Habits

Topic: Personal Pronouns - Possessive Pronouns



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- recognize and use:
 - I, we, you, they, it, etc. as subjective case
 - me, us, you them, it, etc. as objective case and
 - mine, our, your, his, her, etc. as possessive case of personal pronouns.
- distinguish between and use the pronouns as subject, object and for possession.



Materials:

- Board, textbook page 84-85, pronouns placards and chart of pronouns,

Information for Teachers:

Teaching tips

- Pronouns are used in place of nouns. They are used to refer to someone that you have already talked about.
- The **subject pronoun**, takes the place of a noun that perform an action. The subject pronouns include, **I, he, she, you, it, we, and they**.
- The **object pronoun**, takes the place of a noun that receives the action. Objects in sentences usually occur in the predicate of the sentence. The object pronouns include **me, you, him, her, them, us, and it**.
- **Possessive personal pronouns** are used to show ownership or possession of something. They are used in English to avoid repeating the information that has already been mentioned e.g. this car is mine, not yours. Mine and yours are possessive pronouns. The possessive pronouns include **mine, yours, his, hers, theirs, and ours**.

Warm up

- Write personal pronouns on the placards and distribute those placards amongst students.
- Then write some sentences on the board and ask the students to raise the placards which they think will best fit in the statement.

For example:

This is Usman. _____ is my friend (placard with he). Have you met _____ before? (placard with him).

- Recall the concept of personal pronouns with its example.
- Encourage them to give answers, in case of wrong answer guide them and explain again.
- Recall the concept of subject and object pronouns and continue with the lesson.

Development:

Activity 1:

- Tell students that today they are going to read about the type of personal pronouns.
- Make students learn that there are different type of personal pronouns and they are used for different purposes.
- Tell them that they are going to learn that personal pronouns are used to refer towards the person or people that we are talking about. Inform them about these types of personal person are subjective, objective and possessive pronouns.
- Draw a personal pronouns chart on the board for more clarity.

Subjective	Objective	Possessive
I	Me	Mine
We	Us	Ours
You	You	Yours
He	Him	His
She	Her	Hers
They	Them	Theirs

Charts of Pronouns to be displayed in the class, and referred to while teaching.

Activity 2:

- Divide the students into three groups.
- Tell them that it's a group competition.
- Make columns on the board for scoring of each group
- Write the following pronouns on the board and call a student from each group turn by turn. To write a sentence on the board using that given pronouns (**I, we, he, she, it, we, their, mine, yours, his, hers, its, ours and theirs**).
- Tell the group members that the sentence can be a question too.
- The students from the group who write all the correct sentences will be the winner group.
- Give them stars and clap for appreciation and motivation.
- More examples of pronouns can be added from the English textbook.

Activity 3

- Ask students to open their textbooks at page 84. Read statement (i) from the 'Grammar' section.
- Read the given example aloud and ask students to repeat after you three to four times.
- Write on the board the 6 sentences of possessive pronouns exercise 2 pg. 85 of the textbook
- Underline the possessive pronouns in the sentences.



- Ask the students to raise their hands to give the answer i.e. what is the possessive pronoun highlighted in each sentence.
- Repeat this exercise verbally if needed.

Activity 4 (Worksheet)

- Provide students the given worksheet (at the end of the lesson).
- Tell them to choose the correct pronoun and circle it.
- Monitor their work by taking rounds.
- Instruct them to use their conceptual knowledge about pronouns to circle the appropriate words.

Activity 5

- Tell the students to exchange their worksheets with their class fellow sitting next to them.
- Tell them that they will check each other's work with a pencil.
- Write the correct pronoun of each sentence on the board.
- They will read the correct pronoun from the board for peer checking.
- Monitor the class for marking of correct words to be circled.
- Instruct them to return the worksheets after checking and notice their correct and incorrect answers.

Conclusion:

Call a pair of volunteer students in front of the class.

Tell them to perform a short role play about packing the school bag using pronouns wherever required

Assessment:

Write a few sentences on board and ask students to replace the nouns with pronouns for their better understanding of concept

Home work:

Learn the classwork at home.

Do activity (iii) at home given at textbook page 85.

Book pages for Reference

Page 84

Pronouns			
i. Read the given sentences and notice the use of pronouns.			
Subject Pronouns		Object Pronouns	
I	I love Allah (سبحانه و تعالیٰ)	me	Allah (سبحانه و تعالیٰ) loves me.
we	We study together.	us	Come study with us.
you	You like Ali.	you	Ali likes you.
he	He is my classmate.	him	I play with him.
she	She is my best friend.	her	I love her.
it	It is a colourful dress.	it	Maha likes it.
they	They go to the park.	them	Ali also goes with them.

Possessive Pronouns

ii. Read the following sentences with the highlighted possessive pronouns.

- The bag is **yours**. You forgot to take it with you.
- The cycle belongs to Amir. It is **his**.
- These shops are **ours**. We work here.
- That old car was **mine**. I have sold it.
- They are in the apple orchard. That orchard is **theirs**.
- It is his book not **hers**.

Read Me

The words that show possession in sentences or phrases are called **possessive pronouns**.

iii. Use the possessive pronouns above in your own sentences. Write them in your notebook.

Worksheet Personal Pronouns

Name _____ Date _____ Section _____

Read each sentence carefully. Choose the correct pronoun and circle it.

1. I / me like Lahore.
2. The children are as hungry as we / us.
3. All the students passed except I / me.
4. A: Who's there? I / Me!
5. They / them love fast food.
6. A: Is that the man you told me about? B: Yes, that's he / him.
7. We all like mangoes except she / her.
8. He / him will get a new toy soon.
9. His sister isn't as tall as he / him.
10. Is there any candy for I / me?
11. She / her wants to go to the market early.
12. Everyone arrived on time but he / him.
13. Please keep up with we / us.
14. A: Who ate all the chocolate? B: She / Her!
15. We / us have been to Rawalpindi.
16. Could you pass the water to she / her?
17. My brother is taller than I / me.
18. I / me went to the shop yesterday.
19. Our new teacher is friendlier than she / her.
20. All the children came inside except they / them.

Unit 8: Good Study Habits

Topic: Modal Verbs



Duration: 40 Minutes



Students Learning Outcome:

At the end of this period, the students will be able to:

- Illustrate the use of can/ cannot and may/ may not.



Materials:

- Textbook 85
- A4 size sheets
- tape

Information for the teacher

Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none"> David can speak three languages. He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none"> Can I sit in that chair please? Could I open the window? May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none"> You should visit your dentist at least twice a year. You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none"> I must memorize all of these rules about tenses. You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	<ul style="list-style-type: none"> It looks nice, but it might be very expensive. Richard may be coming to see us tomorrow.



For further information:

<https://www.grammarly.com/blog/modal-verbs/>



Introduction:

Warm up

- Ask the students to raise hands if they can do the following tasks:
 - How many of you can wink?
 - How many of you can somersault?
 - How many of you can stand on one leg for an hour?
- Ask the students to understand the rule of Simon says which is to obey whatever Simon says.
Simon says:
 - Raise your hands.Simon says:
 - Take out your tongue.Simon says:
 - Close your eyes and say, 'I LOVE PAKISTAN.'
- Ask the students to answer the following questions:
 - What might happen if it rains continuously?
 - What might happen if aliens come to live with us?
 - What might happen if you get all the money of the world for one day?

Video resource

<https://www.youtube.com/watch?v=56GLAq8LiEE>

Development: exposition

- Tell students that today we are going to learn verbs as 'modal verbs: can /cannot and, may/may not'.
- Tell student that 'can and cannot' are used to show ability and inability in sentences.
- Also explain to them that 'may and may not' are used to ask or deny permission in sentences.
- **Ask the students to understand the following:**
 - Whatever you can do is Ability
 - Whatever you might do is Possibility
 - Whatever you must do is Obligation
- Relate it to the activity done in warm up.

Activity 1- Me and My Friend

- Make the students sit in pairs as per the strength of the class.
- Ask them to ask questions using modal verbs and collect information about each other. Note information in their notebooks.
- Give the following list to the students and ask the following questions:



Swim
Jump
Sing
Skipping
Cook
Act
Dance
Bake

For example:

Student 1: Can you swim?

Student 2: Yes, I can.

Make sentences telling:

- What my friend can do?
- What I cannot do?

Activity 2- Prediction and Possibility

- Ask students to make some true sentences. Say what may or might happen.

Sample sentences:

- I may go swimming today.
- I might not come tomorrow.

Tomorrow
Next month
Next weekend
Next year
Next summer

Note: Don't forget to tell the difference between may and might.
Might is little less sure than may.

Activity 3

- Ask them to open the textbook page 85 and read the statement number (iv) from 'Grammar Section'
- Read the given sentences aloud and understand examples. Write them on the board. Underline the can /cannot and, may/may not for better understanding.
- Ask student to read the statement number (v) from the 'Grammar Section' on textbook page 85. Ask students to make sentence using modal verbs.
- Ask them to write the sentences using the can /cannot and, may/may not in their notebooks.
- Help them if need be.
- Appreciate them for correct answers.



Conclusion

Ask students the following questions:

- Ask the following question from 3 /4 students at random:
 - What did you learn today?
 - Which activity did you like the most and why?

Assessment

- Ask students to solve the given worksheet.

Homework

- Ask students to make a portfolio of their parents by asking them what they can or cannot do.

Book page as reference

Use of Can/Cannot and May/May Not

iv. Read the given sentences and notice the use of can/cannot and may/may not.

- Saad **can** work in a bank but he **cannot** teach in a school.
- He **can** ride a bike but he **cannot** drive a car.
- **May** I go to drink water?
- **May** I use your pencil?
- You **may not** allow to leave the classroom now.

Read Me

Can and **cannot** are used to show some ability or inability in sentences. **May** and **may not** are used to ask or deny permission in sentences.

v. Make two sentences of your own using can/cannot and may/may not each in your notebook.



Worksheet

Modal verbs

Name _____ Date _____ Section _____

Fill in the blanks using can or may.

1. _____ Faria write poems?
2. It _____ rain tomorrow.
3. The jug _____ hold one litter of juice.
4. _____ you recycle this bottle?
5. _____ you solve this problem?
6. I _____ solve your all problems.
7. Ali _____ help you with your homework.
8. _____ I borrow your pencil.
9. My aunt _____ sing good songs.
10. We _____ win this game.

Unit 8: Good Study Habits

Topic: Adverbs



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- recognize that an adverb qualifies verbs, adjectives and other adverbs.
- identify and use simple adverbs of manner.
- identify and use simple adverbs of time.



Materials:

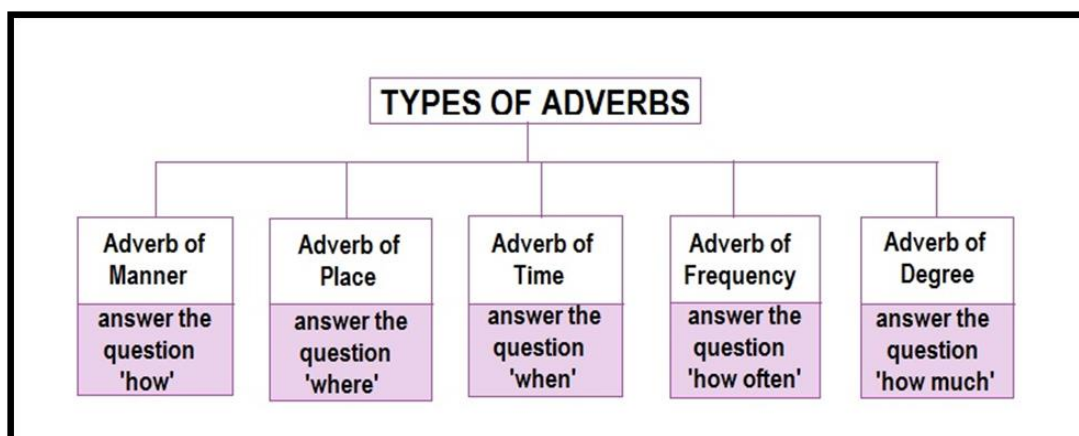
- Textbook pages 85, 94 and 105
- Flash cards of speaking prompts
- Chalk/Marker, White/Blackboard

Information for the teacher

What is an adverb?

An adverb can be added to a verb to modify its meaning. Frequently, an adverb states you when, where, how, in what manner, or to what amount and deed is performed.

- A word or phrase that adjusts the sense of an adjective, verb, or other adverb, articulating manner, place, time, or degree (e.g. softly, here, now, very). Some adverbs, for example sentence adverbs, can also be used to alter whole sentences.





- **Adverbs of time:** indicate the time of action it answers the question “when”:
 - She will finish it tomorrow.
 - Everyone arrived today.
 - Gusts reached today.
 - He has come now.Tomorrow, early, today, and now are adverbs of time
- **Adverbs of manner:** shows how the action takes place. It answers the question “how”:
 - He drives carelessly.
 - Please speak clearly.
 - The sun is shining brightly.
 - He talks foolishly.
 - Do you work carefully?Foolishly and carefully indicate the manner of the action
- **Adverbs of place:** answer the question “where?”
 - I looked for my pet there.
 - The party is held downstairsThere, downstairs indicate the adverb of place
- **Adverbs of frequency** tells us how often or how frequently an action is done.
 - I go for morning walk regularly.
 - I do yoga daily.Regularly, daily indicate the adverb of frequency
- **Adverbs of degree** tell us how much or in what degree an action is done.
 - The tank is almost full.
 - The soldiers fought most bravely.Almost, most indicate the adverb of degree

Introduction:

- Walk around a student's desk slowly.
- Write on the board, "The teacher walked."
- Have students tell you how you walked.
- Record students' responses on the board.
- Motivate them to answer using the adverb ‘slowly’.

Development

Activity 1:

- Tell students that today they are going to learn about “Adverbs” given on page 85 of the textbook in the Grammar section.
- Write the topic “Adverbs” on the board.
- Explain to them an adverb is a word that describes a verb, an adjective, another adverb or a sentence.
- Ask students to open their textbooks page 85.



- Ask students to read the given text.
- Read aloud the sentences and explain them to students.
- Ask them to read the sentences silently.
- Instruct them to select any four adverbs from the given sentences to make new sentences.

For textbook Unit 9 and 10

Activity 2:

- Tell students that today they are going to learn about “Adverbs of Manner and Adverb of Time” given on pages. 94 and 105 of the textbook in the Grammar section.
- Write the topic “Adverbs” on the board.
- Have them recall that an adverb is a word that describes a verb, an adjective, another adverb or a sentence.
- Tell them that adverbs can be further divided into adverb of manner and time.
- Tell them that an adverb of manner describes how something happens. Explain to them that it tells how the action is done. Give them examples:
 - They crossed safely.
 - Look closely at the picture.
 - You have all done the sums correctly.
 - The dog jumped up playfully.
 - An old man walks slowly to the market.
- After that ask them to give you some similar examples.
- Explain to them that adverb of manner are usually formed by adding “ly” at the end of the adjective.
- Explain to them that an adverb of time describes when the action of a verb is carried out. Also tell them briefly that it tells about, when the action took place. For examples:
 - We will visit this library, tomorrow.
 - I went to the park yesterday.
 - I am going to market now.
 - He goes to his tuition class daily.
- Ask students to open their textbooks page 85.
- Ask students to read the given text.
- Read aloud the sentences and explain them to students.
- Ask them to read the sentences silently.
- Do the same for page 94 and 105.
- Instruct them to use adverb from the given sentences to make new sentences. (Task for extra tented students: Also share the type of adverb).

Activity 3

- Tell students that they are going to solve the worksheet (**given at the end of the lesson plan**).
- Distribute the given worksheet to all students.
- You may write the following sentences on the board.
- Read and explain the given instruction to students.



- Ask students to fill in the blanks using adverbs.
- Instruct them to write the names of those adverbs as well on the given lines.
- Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling.
- Monitor them while they are doing their work and assist them if it is required.
- Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Sum up / Conclusion

- Wrap up the lesson by repeating the concept taught today. Ask students if they have any confusion, and then briefly explain it to them.
- Ask the following questions from them:
 - What does an adverb of time show?
 - What does an adverb of manner show?
 - What does an adverb of place show?

Assessment

- Give them the following adverbs (adverbs of time and adverbs of manner) and ask students at random to use them in their sentences.

(Tomorrow, yesterday, speedily, next, week, peacefully, differently, freely)

Follow up/Homework

- Ask the students to construct five sentences using adverbs of manner and adverbs of time.
- Ask them to recognize adverbs of time and adverbs of manner textbook and list them in their notebooks.

Textbook Page 85

Adverbs

vi. Read the following sentences and notice the use of adverbs.

- My mother speaks **politely**.
- The birthday party was decorated **beautifully**.
- She wrote a story **neatly**.
- She cleans the room **hurriedly**.
- The old woman walked **slowly**.

Read Me

Words which add some meaning to the verbs, adjectives and adverbs are called **adverbs**.

vii. Make sentences by using the adverbs given above in your notebook.

Page 94

Adverbs of Manner

viii. Read the given sentences and notice the use of adverbs of manner.

- Sara washes her hands **slowly**.
- Ahmad plays the piano **beautifully**.
- They walked in the park **quickly**.
- Speak to your elders **politely**.

Read Me

Adverbs of manner tell us the manner or way in which something happens.

ix. Circle the adverbs in the given sentences.

- The car avoided the motorbike easily.
- It's cold outside so you need to dress up warmly.

Page 105

Adverbs of Time

vii. Read the given sentences to understand adverbs of time.

- He saw a stranger outside his house **yesterday**.
- I will call you **later**.
- I'm going to Lahore **tomorrow**.
- We are doing our homework **now**.

Read Me

Adverbs of time tell us when something happens. They express a point in time, for example tonight, yesterday, tomorrow, daily, weekly.



Worksheet Adverbs

Name _____ Date _____ Section _____

Read each sentence carefully. Choose the correct adverbs and complete the given sentences. Write the names of these adverbs as well on the given lines.

happily	never	before	daily
hard	cheerfully	yesterday	ago

1. I hurt my knee hard. adverb of manner
2. Raheela reads _____.
3. He came _____.
4. He called her a few minutes _____.
5. I never heard this _____.
6. They lived _____.
7. He smiled quite _____.
8. He goes to his tuition class _____.

Unit 8: Good Study Habits

Topic: Reading and Writing Short Notes



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- read short notes written for different purposes to write short notes of their own to friends and family members
- write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: Purpose, Date and time, Venue, Name of addressee and sender.
- write guided replies accepting the invitation.



Materials:

- Board, textbooks, chart papers, crayons or color pencils and few samples of invitation cards

Information for Teachers:

New ideas

Short Notes

- Short notes are formal messages. Invitation letters and short notes are used to convey messages.
- Date your short notes.
- Don't write in detail.
- Write down the important message or points.
- In them keep your sentences short.
- An invitation letter is also a type of short note.

Invitations

- Invitation is a written or verbal request inviting someone to attend an event or do something.
- It can be formal i.e. invitation card or informal i.e. verbal invitation or letter of invitation
- The invitation is written in third person and not in first or second person
- Simple present tense is normally used or as per demand different tenses may be used
- A polite and courteous tone should be used
- It includes the 5 Ws
When, why, what, whom and where
- They are written to friends, family or acquaintances



Reply to the invitation

- Replies to the invitation are usually very brief and pleasant.
- Thanks is acknowledged in third person
- Acceptance / refusal are mentioned
- The reason for refusal is specified
- Tone and vocabulary is formal

Format of a formal short note/invitation

1. Name of the host.
2. Standard expression (e.g. request the pleasure of your company, solicit your gracious presence)
3. Purpose of the invitation.
4. Name of the invitee.
5. Day, date and time of the event- Dates must be written in letters and you should not use abbreviation.

See format as reference

Dear: _____

Date, time and location: _____

_____ (Sender's name)

Warm up

- Ask the students if they have ever send a message to their friends or family in written. Ask them to share their experiences.
- Inquire from them if they have ever heard the term **short notes**.
- Show them different short notes (given at the end of the lesson plan).
- Guide them that this is how they can send messages in short notes.

Development

Activity 1

- Tell students that they are going to write an invitation letter or short note.
- Tell them that a short note is written to give a message to somebody. A short note usually consists of three to four sentences. The note can be written to family, friends, teachers etc.
- Recall some features of invitation letters and short notes.
- Tell them that invitation letters and short notes are used to convey messages.
- Tell them that an invitation letter is a request for the presence of an individual or a group of people to an event, such as a wedding or a birthday party.



- Ask students to open textbook page 81. Ask them to read the short note again.
- Explain to them the features of invitation letters and short notes.
- Give them some situations and ask them to share the content they will write in short notes and for whom they will write a note. Appreciate their efforts.

Activity 2

- Tell them that now they are going to learn more about a very important part of communication i.e. writing invitation cards.
- Inquire from them that how do they invite their friends?
- Ask them if they have made any invitation cards for their friends.
- Ask them if they have ever received any invitation card.
- Show them the sample invitation cards (given at the end of the lesson plan) for a birthday party.
- Fill in one card as a sample and tell them to notice the details.
- Brainstorm ideas about the other two sample cards.
- Explain the features.

Activity 3

- Divide the class in groups and appoint a group leader from each group.
- Give them blank white /colored 1/4th chart paper and a few color pencils/crayons.
- Assign each group the following topics to design an invitation card:
 - Birthday party, Class Party, Party for standing first in the class, Party for brother's wedding, Party for getting a medal in sports and Party for shifting to a new house.
- Tell them to use the format given on pg. 86 of their English textbooks.
- Monitor the students to ensure that they are writing the correct spelling and capitalizing the proper nouns i.e. names of places , months and persons
- Instruct them to make their cards attractive and beautiful by drawings and coloring.
- Display their cards in the class once they have completed making them.
- Appreciate their efforts by giving them stars and clapping.

Wrap up:

- Conclude the lesson by asking the students what new things they learned and if they enjoyed making the cards.

Assessment:

- Ask any random student to read their short note aloud.

Follow up:

Home work :

Draw an invitation card for a birthday party in your notebooks, decorate it and write an invitation note on it.

Sample Short Notes

Hi Ahsan!

Thanks a lot for inviting me to the party, I'll be there.
Shall I give you a hand buying all the food and drinks?
By the way, what could I get for the teacher as a present?

Write back soon,
Usman

Hi James!

Thank you very much for the party! I had a great time.
What I enjoyed most was the music. It was great!
How about meeting again next Saturday? Let me know.

Best,
Liam

Hi, Uzma!

I'm sorry to hear that your new project model arrived damaged.
Can you send me a photo of the model?

You friend,
Maha

(Samples invitation cards)



Unit 8: Good Study Habits

Topic: Writing and Replying to Invitations



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- read short notes written for different purposes to write short notes of their own to friends and family members
- write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: Purpose, Date and time, Venue, Name of addressee and sender.
- write guided replies accepting the invitation.



Materials:

- Board, text books, invitation cards made by the groups in the first period and 1/4th chart paper of any color

Information for Teachers:

Teaching tips

- Link the topic of writing short notes and invitation cards introduced in the previous period.
- Ask them what they liked, and what new things they learnt in the lesson taught earlier.

Warm up

- Talk to students about the invitation card making activity in the previous period.
- Write a sample short note of accepting one of the above invitation on the board.
- Mention the suggested vocabulary for their reference:
 - Thanks for inviting us to your party. ...
 - I appreciate being invited to your party!
 - Thank you for inviting me to your party. I am looking forward to fun filled time
 - I am thankful for being invited to your party.
 - I am excited to see you next Sunday.
 - We received the invitation to your party.
 - I appreciate the invitation.
 - That sounds great. I'd love to come. It's going to be great!
 - Thanks for the invitation.
 - That is so kind of you to invite me to share your happiness with me.
 - We appreciate being invited to your party! We will see you on Friday.
 - Thank you for inviting me to your party. Your parties are always so much fun



- I am excited to see you and other friends. I will see you at the party!
- I am thankful for being invited to your party as you are a very good friend and a great host
- Thanks for inviting me to your party. It should be lots of fun!
- Include students' ideas as well.

Development

Activity 1

- Ask the students to take out pg. 86 of their English textbooks and attempt exercise 2 in their notebooks.
- Instruct them to take help from the sentences written on the board.
- Monitor them for assistance and guidance

Activity 2

- Divide the class in groups.
- Exchange the invitation cards that they made with another group, so each group gets a new invitation card.
- Appoint group leaders.
- Instruct them that today they will write a formal reply to the different invitation card.
- Tell them to first think about the spelling and words that will be used.
- Assist the groups at this stage and guide accordingly.
- Write a few helping vocabulary words on the board for the whole class.
- Instruct them to write in their rough notebooks before writing on the chart papers.
- Tell them to recheck their work for spelling and sentence structure.

Activity 3

- Give the chart papers to each group.
- Tell them to write the final and formal reply of the invitation card that was assigned to their group.
- Instruct them to use formal words and polite tone.
- Tell them to write a short reply.
- They may color their reply card.
- Display the students reply cards to the invitation cards.
- Encourage and appreciate their efforts by clapping or giving stars.

Sum up:

- Take their responses about writing the reply to the invitations.

Assessment:

- Ask any random student to read their reply card aloud.

Follow up:

Ask them to share the details of making an invitation card with their siblings / parents.

Unit 9: Manners

Topic: Three Sounds of '-ed' Ending



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Recognize and practise that ed has three sounds i.e. “d”, “t”, “id” through context.



Materials:

- Chalk/marker, white-/blackboard
- textbook page 90
- Video Resources

Information for Teachers:

Teacher Tip

- Pay extra attention to these students and help them in understanding three sounds of ‘-ed’ ending. Sit with them, guide them what is the difference between three sounds of ‘-ed’ ending by focus on their sounds. You can also write words and colour ‘-ed’ ending and the letters they are following in words while explaining the difference between three sounds of ‘-ed’ ending.

For example:

- Write word ‘liked’.
 - Colour ‘-ed’ ending with red.
 - Then colour letter ‘k’.
 - Now tell them that in the word ‘like’, ‘-ed’ ending produce /d/ sound.
 - Pronounce liked 3-4 times by stressing the ‘-ed’ ending sounds.
- Use different video resources for students’ better understanding.

https://www.youtube.com/watch?v=qm0gM6Sz2_o

https://www.youtube.com/watch?v=msJIy_f_Xsw

Introduction:

Greet the students. Ask them how they have been. Wait for their responses.

Warm up

- Write ‘-ed’ on the board and ask students to create words that have ‘-ed’ ending. For instance; checked, processed, delighted, excited, frightened, cried, etc.
- Ask them to pronounce these words and observe the ending sound.
- Ask them if they find any difference in the ending sounds of these words.

- Then use above examples to introduce the concept of sounds with –ed endings. Appreciate their responses.

Development:

- Tell students that today they are going to learn about the words with –ed endings and three sounds of ‘–ed’ ending.
- Tell them if the ‘–ed’ endings follow the letters ‘p, k, sh, ch,s,f’, then the ending sound will be /t/.
- If the ‘-ed’ ending follows the letters ‘b, g, i, j, l, m, n, o, u, v, z’ then the ending sound will be /d/.
- If the ‘-ed’ ending follows the letters ‘t or d,’ then the ending sound will be /id/.
- Ask students to apply these rules and share more relevant examples.

Activity 1

- Place the chart paper on the board.

-ed sounds		
/d/	/t/	/id/
closed	fixed	wanted
used	helped	needed

- Ask students at random to read the words.
 - Explain each word sound one by one.
- For example:**
- Point the word ‘closed’.
 - Circle the letter ‘s’.
 - Say the word ‘close’ by stressing the ‘ed’ sound.
 - Now tell them that in the word ‘close’, ‘-ed’ ending produce /d/ sound.
 - Pronounce liked 3-4 times by stressing the ‘-ed’ ending sounds.
- Ask them to tell the difference in three sound of –ed.
 - Appreciate them for correct answers.
 - Praise them to give more examples of ed sound.

Activity 2

- Ask students to open textbook on page number 90 and read the statement (i) from “Learning the sounds” Section.
- Have them recall the concept of –ed sounds.



- Explain them that if a verb ends in k, s, p, f, ch, and sh, the –ed sound is pronounced as /t/. If a verb ends in b, g, l, j, l, m, n, o, u, v and z, the –ed sounds is pronounced as /d/. If a verb ends in t or d, the –ed sound is pronounced as /id/.
- Read the given sentences aloud by focusing on the –ed sounds.
- Ask them to repeat after you.
- Make them read the different sounds for the –ed endings in words.
- Monitor their pronunciation and ask different questions to assess their understanding.

Activity 3

- Make and display Word Cards for the ‘-ed’ ending sounds, suggested words: planted, liked, enjoyed, walked, waited, stayed, etc.
- Tell students that you would like them to organize the cards into three groups, based on the sounds that ‘-ed’ ending makes.
- You may ask them in form of questions:
 - What sound does suffix -ed make at the end of planted?
 - What sound does suffix -ed make at the end of walked?
 - What sound does suffix -ed make at the end of smelled?
- Have students synthesize their ideas to describe the sounds made by the suffix -ed .
- Have them recall that the suffix -ed makes three different sounds: /id/, /t/, and /d/.
- If students have questions about when or why suffix -ed makes three different sounds.
- Revise with them that:
 - If the ‘-ed’ endings follow the letters ‘p, k, sh, ch,s,f’, then the ending sound will be /t/.
 - If the ‘-ed’ ending follows the letters ‘b, g, i, j, l, m, n, o, u, v, z’ then the ending sound will be /d/.
 - If the ‘-ed’ ending follows the letters ‘t or d,’ then the ending sound will be /id/.
- Ask students to apply these rules and arrange word cards in their relevant columns.

Activity 4

- Ask students to open textbook on page number 90 and read the statement (ii).
- Make them say the words and put in them in their respective columns.
- Encourage them to do their work on their own.
- Take rounds while they are doing their work. Help them if need it.
- Check their work and correct their mistakes.

Conclusion

Wrap up the lesson by asking students what they have learnt today. After getting their feedback, briefly explain the concept again for clarity.

Write three columns on the board. Call students at random to write any word with –ed sound in any column according to its ending sound. Note their responses.

Assessment

Ask students to recall the rules of pronouncing ‘-ed’ sounds and share five words with ‘-ed’ ending. Also identify three sounds of ‘-ed’ in them.


Follow up

Home work

Make a chart of at least 15 words with '-ed' ending. Also make three columns for three sounds of '-ed' and write these words in correct columns.

Book pages as reference

Page 90

 **A) Oral Communication**

1. Learning the Sounds

Three Sounds of -ed

i. Read the different sounds for the -ed ending in words.

/d/	/ɪd/	/t/
loved	visited	watched
tired	painted	dropped
behaved	decided	asked

Read Me

If the 'ed' ending follows the letters 'p, k, sh, ch, s, f', then the ending sound will be 't'.
If the 'ed' ending follows the letters 'b, g, i, j, l, m, n, o, u, v, z,' then the ending sound will be 'd'.
If the 'ed' ending follows the letters 't or d,' then the ending sound will be 'ɪd'.

ii. Say the words and write them in the correct columns.

wanted helped rubbed motivated thanked
loved started pushed closed

/d/	/ɪd/	/t/

Unit: 9 Manners

Topic: Conversations



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- Demonstrate conventions and dynamics of oral interactions in group to:
 - engage in conversation.
- introduce themselves and others.

Note: Other units while- reading SLOs

- introduce self and others.
- take turns
- use polite expressions to seek attention
- agree/ disagree politely
- lead and follow
- express needs and feelings
- express joy, sadness and anger
- describe local events.



Materials:

- Chalk/Marker, White/Blackboard,
- Textbook pages 90 and 91

Information for Teachers:

Teaching tips

- Tell the student that they are going to learn about the rules of conversation and greeting and courtesy words.
- Guide students to always follow the rules of conversation and use greeting words. For example,
 - Say Assalamu Alaikum to one another.
 - In a gathering/classroom take permission before speaking and speak one at a time.
 - Listen to the other person and answer him\her.
 - Wait for your turn.
 - Speak politely.
 - Use Assalamu Aliakum, Wa Aliakum Assalam, Alhamdulillah.
 - Admit mistakes.
- Relate the rules of conversation with the daily lives.



- Tell students that they should always speak in turns when you ask a question or say something.
- When they have conversations with adults, they have to be very polite. They must listen to them and not answer back.
- They should admit their mistakes in school and at home.
- If they make a promise they should keep it.
- Once again repeat all rules of conversation and encourage students to adopt these in their lives.
- The students should be told about the use and importance of taking turns in conversations and using polite expressions to seek the attention of the person you are talking to.
- The use of facial expression makes the conversation lively.
- Address is the person whom you are talking to.
- While teaching the lesson, the teacher should also consult the textbook where required.

Introduction:

- Divide the class in pairs.
- Give different situations to students and ask them to role play dialogues. **Suggested situations such as:**
 - asking for directions,
 - conversation between doctor and patients,
 - conversation between class fellows.
- Monitor their performance. Appreciate their efforts.
- Use their performances to demonstrate the conventions and dynamics of oral interaction in group.

Development:

- Tell students that today they are going to demonstrate conventions and dynamics of oral interaction in group.
- Make them learn how to interact appropriately with other people during a conversation.
- Instruct them that if they want other people to be attentive towards them or to seek their attention during a conversation then:
 - they should use polite language.
 - talk with other people in a gentle voice using a tone that is audible for everyone.
 - they should speak when it's their turn to speak.
 - they should use the content in communication that is relevant.
 - avoid using foul language while interacting with class fellows.
 - respect each other's point of views and opinions.

Activity 1

Ask the students to work in groups (of four or six students).

- Ask them to collect some information about each other that will be used to introduce each other to the larger group. This information can be:
 - What is your name?
 - Where do you live?
 - How many members are in your family?
 - What is your favourite subject?
- So the introduction will sound like this:



- My name is Sadia, my friend.
 - I live in Bahawal Pur.
 - I have seven members in my family.
 - My favourite subject is English.
- Ask each of them to talk politely with their group members.
 - Ask them to take turns while answering and questioning each other.
 - Ask each student to tell their group members about themselves in detail.
 - Ask them to choose their presenter who will present after writing the introduction.
 - Ask the group presenters to present it in front of class in form of a role-play.
 - Encourage the students at all times and appreciate them. Monitor this activity very closely.

Activity 2

- Make learners to get on their textbooks page 90.
- Ask students randomly to read the dialogue with appropriate stress and intonation. Make necessary corrections wherever required.
- Once the students have read, re-read the dialogue with proper stress and intonation for the class.
- Advise students not to get in hurry as “Sidra” if they ever are hungry.
- Guide them to act upon the advice of “Mother” and not to ignore personal hygiene. Tell them to be patient and take care of our personal hygiene.
- Ask students to tell “Why is personal hygiene important in health?”
- Motivate students to take active part and respond according to their prior knowledge.
- Once they have told the importance, ask students “How should we take care of our health and personal hygiene?”
- Students must answer:
 - We should wash our hands with soap after going to the toilet.
 - We should brush our teeth twice a day.
 - We should cover our mouth and nose with a tissue when sneezing or coughing.
 - We should wash your hands after handling pets and other animals.
- Make sure all the students actively take part in the activity.
- Get students into pairs and ask them to practice the given dialogue at page 90.

Activity 3

- Stand in front of the class. Share some good manners briefly in front of the class. Tell a few manners you have. For example:
 - I always greet others with nice words.
 - I always ask before borrow others things.
 - I apologise when I make mistakes.
 - I always respect my elders.
 - I use low tone when I talk to my elders.
- Call students at random. Ask them to share a few manners in front of the class. Appreciate them by clapping when they complete.
- Divide students into two groups. Ask students to prepare a list of manners which they adopts in their daily lives. Give them time to think. Then call groups one by one and ask them to share their list of manners in front of the class. Appreciate them when they complete.

Conclusion/ Sum up / Wrap up:

- Sum up the lesson by repeating the rules of conversations taught in the classroom.
- Make sure that the rules of conversation clear to the students. Recall them the importance of the polite words.

Assessment:

- Ask any three students from your class to introduce themselves and the students sitting with them.
- Write some situations on the board. Call students at random and ask them to choose any situation. Then ask them to express their emotions according to that situation.

Follow up

- Ask the students to practice what they did in the class.
- Tell them that they will be doing the same in the next class.
- Do it with 3 different students daily for their practice.

Homework:

- Ask students to learn polite words and expressions.

Note: This lesson plan is generic and can be used as sample lesson plan for any unit related to oral communication.

Textbook Page 90

2. Learning to Speak

i. Read and practise the given dialogue.

Sidra: Good morning, Mama.
Mother: Good morning, dear Sidra.
Sidra: Mama, could you please bring breakfast for me? I am hungry.
Mother: Yes, sure. First tell me if you brushed your teeth and took a bath.
Sidra: Yes, I have brushed my teeth, but haven't taken a bath yet.
Mother: Go and take a bath first, then I will serve you breakfast. We should always take care of our personal hygiene.
Sidra: Okay sure, Mama.

ii. Engage students in a group discussion and ask them to share some good manners which they adopt in their daily lives.

Unit 9: Manners

Topic: Similes



Duration: 40 Minutes



Students Learning Outcomes:

- Use some common similes in speech and writing e.g. as black as coal.



Materials:

- Textbook page 92
- Coloured sheets
- Worksheets
- Video

Information for the teacher

Simile is a figure of speech that compares two different things in an interesting way using the word "like" or "as." The purpose of a simile is to spark an interesting connection in a reader's or listener's mind. A simile is one of the most common forms of figurative language. Simile examples can be found just about anywhere, from poems to song lyrics and even in everyday conversations.

Some common similes

As cute as a kitten
As busy as a bee
As hot as hell
As sweet as sugar
Love is like a rose
Swims like a dolphin
Rain fall like a rain drop

A few in depth similes

He is as brave as a lion.
He is as strong as an ox.
They fought like cats and dogs.
I slept like a baby.
She is as thin as a rake.
A mother's love is as deep as an ocean.
This guy is as nutty as a fruitcake

Introduction

Warm up

- Draw any one of the following shapes on board:

circle

square

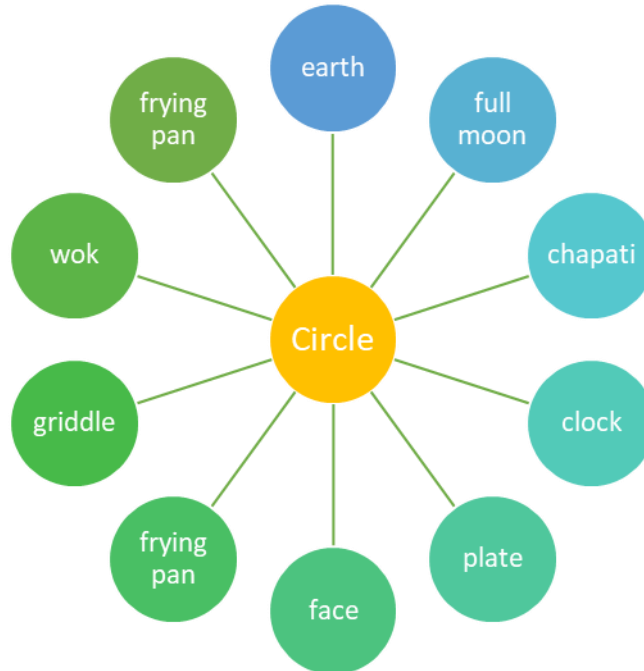
triangle

oval

cone

star

- Ask the students what it looks **like**:



- Ask the students to make sentences like these (sample sentences).
 - This circle is just **like** a frying pan.
 - The circle looks **like** a full moon.
 - A frying pan is just **like** a circle.
 - I make chapatti **like** this circle.

Development

Show the following video to the students for clarity.

<https://www.youtube.com/watch?v=mPJcqt5I0hA>

Activity 1

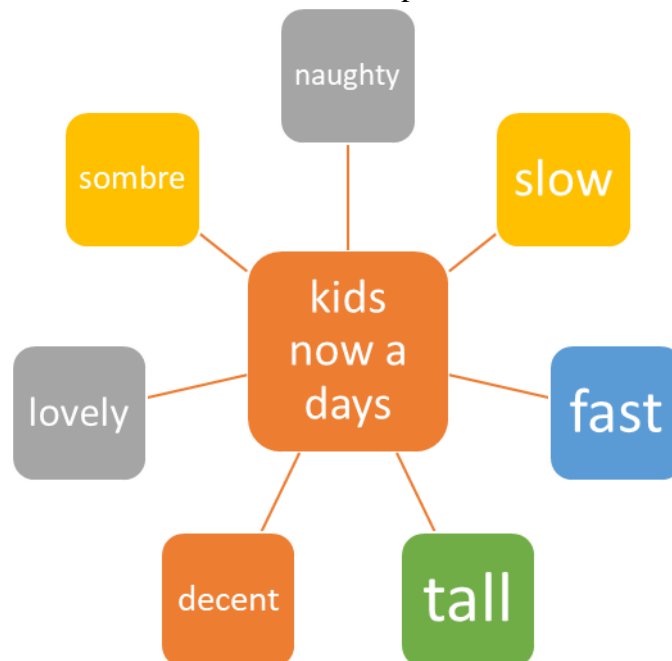
- Tell students that today they are going to learn similes.
- Explain to students that a simile is a phrase used to compare two things using the word 'like' or 'as'.
- Write some examples on board for their better understanding.
- Ask students to share some more examples.
- Now divide the class in 4 groups depends upon the strength of the class. Give them the following objects.
 - Pencil
 - Page
 - Cotton
 - Box
 - Ball
- Ask them to make a web of the object asking the following question: sample is given below:



- Ask the students to make sentences using as or like.

Activity 2

- Ask the students what are the common facts about children.
- Make one such web on board with their help.



- Now ask them to think about their classroom objects, class fellows, match their qualities with animals and complete the following animal worksheet.(ask them not to forget themselves while completing it)



1	_____ is as colourful as	Snail
2	_____ is as slow as a	Mule
3	_____ is as stubborn as a	Giraffe
4	_____ is as brave as a	Butterfly
5	_____ is as wise as an	Lion
6	_____ is as tall as a	Fox
7	_____ is as clever as a	Mouse
8	_____ is as dangerous as a	Bee
9	_____ is as busy as a	Snake
10	_____ is as quiet as a	Owl

- Now ask the students the following question orally:
 - Which quality of your friend is revealed through these simile?

Activity 3

- Ask them to open textbook page 92.
- Read the given statement (2) from the 'Vocabulary section' aloud.
- Read the given stanzas and notice the highlighted word. They are similes.
- After that ask them to use the given similes in their sentences and write them in their notebooks.
- Make groups of 3-4 students. Engage students in an activity.
- Bring newspapers or magazines to class and distribute to each group.
- Ask them to find and copy a sentence having a simile.
- Guide them and help them if need be.

Conclusion

Ask the students the following questions:



- Ask the following question from 3 /4 students at random:
 - 3 similes that you like.
 - 2 similes that you disliked
 - 1 difficulty that you have

Assessment

- Provide the given worksheet (at the end of the lesson plan) to all students to assess the understanding of the students.

Follow up

Homework

- Ask students to write five similes with their sentences in their notebooks.

Book page as Reference

Similes

ii. Read the given stanzas from different poems to notice the use of highlighted similes.

An emerald is as green **as grass**;
A ruby red **as blood**;
A sapphire shines as blue **as heaven**;
A flint lies in the mud.

"Twinkle, twinkle little star,
How I wonder what you are
Up above the world so high,
Like a diamond in the sky."

Read Me

A **simile** is a word or phrase used to compare two things by using the words 'like' or 'as'. For example 'as brave as a lion', 'like a diamond'.

iii. Use the given similes in your own sentences and write them in your notebook.



Worksheet
Similes

Name _____ Date _____ Section _____

Fill in the blanks using word bank.

fast	pale	blind	light
flat	sharp	thin	noisy
slippery	black	colorful	wise

- (1) Without his glasses, he's _____ like a bat.
- (2) That's a pretty dress! It's as _____ as a rainbow.
- (3) Be quiet. You are _____ like a herd of elephants.
- (4) Are you feeling sick? You are _____ like a ghost.
- (5) Her hands are dirty. They are as _____ as night.
- (6) She's quick. She's as _____ as lightning.
- (7) After he squished it, it was _____ like a pancake.
- (8) I can't grab it. It's as _____ as an eel.
- (9) She is so skinny. She's as _____ as a toothpick.
- (10) Don't touch that broken glass. It's _____ like a razor.
- (11) It doesn't weigh much. It's _____ like air.
- (12) He's really smart. He's as _____ as an owl.

Unit 9: Manners

Topic: Use of Should and Should Not



Duration: 40 Minutes



Students Learning Outcome:

By the end of the lesson students will be able to:

- identify and use should/should not to express permission and prohibition.



Materials:

- Board, textbook page 93 and flashcards, worksheet

Information for Teachers:

New ideas

- Can, may and should are called modal verbs.
- We use should or should not to give advice, to suggest or to talk about an obligation.
- Should not is the opposite of should.
- Should not is used in negative sentences.
- We also use should and shouldn't to talk about what we think is right or wrong.

Warm up

- Begin the topic with a general class discussion about, how can we keep ourselves neat and clean.
- Write topic 'How Can We Keep Ourselves Neat and Clean' on the board and involve students in discussion. You may ask or write the given question on the board.
 - What should we do to remain neat?
 - What we should not do?
 - What things we will need to keep ourselves neat and clean?
 - What habits do we have to adopt to remain neat?
- Give examples from daily life to add more ideas.
- Write a few words/ sentences on the board related to the class discussion.

Development

Activity 1

- Tell students that today they are going to learn the use of should and should not.
- Explain to them that we use should to express obligation. We use should not to forbid doing something.
- Write some sentences on board for their better understanding.



- Instruct the whole class to take out their English textbooks.
- Read the statement (3) and sentences aloud from the ‘Grammar section’, textbook Unit 9 pg. 93.
- Read the given sentences aloud by focusing on the use of should and should not.
- Tell them to read the given sentences after you and notice the use of should and should not highlighted in each sentence.
- Elicit responses from them to check their understanding.
- Explain the reason for using should and should not.
- Ask students to repeat after you 3-4 times.
- Tell them to circle the correct option in the given sentences in exercise 4.

Activity 2

- Provide the given worksheet (given at the end of the lesson plan) or write the given sentences in the worksheet on the board with blanks to complete using should or should not.
- Instruct students to fill in the blanks using should or should not wherever appropriate.
- Tell them to give more sentences where ‘should’ or ‘should not’ can be used.
- Encourage the whole class to participate in giving the correct option.

Activity 3

- Divide the class in groups and give each group a different flashcard.
- Tell them to look at the flashcards and write at least one sentence using should and one sentence using should not.
- Instruct them to write both the sentences in the notebooks.
- Monitor the group while they are working and provide assistance wherever required.

Wrap up:

- Call a member from each group and ask them to show their flashcard and share the two sentences of should and should not that their group has written.

Assessment:

- Ask students at random to share some sentences of should and should not.

Follow up:

Homework

- Write 4 sentences in the notebooks about keeping the classroom clean.
- Use should and should not in the sentences.

Flashcards





Worksheet
Use of 'Should' and 'Should not'

Name _____ Date _____ Section _____

Read each sentence carefully. Fill in the blanks with should or should not.

1. We _____ drink water every day.
2. He _____ study for the test tomorrow.
3. I _____ buy a gift for my sister.
4. You _____ watch a lot of TV.
5. She _____ buy that old broken house.
6. You _____ throw garbage on the floor.
7. We _____ respect and help our elders.
8. He _____ eat more vegetables to remain healthy
9. It is raining outside so you _____ take an umbrella.
10. We all _____ remain united as one nation.

Unit 9: Manners

Topic: Punctuation



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- write sentences of their own using correct punctuation i.e. full stop, question mark, exclamation mark and comma.



Materials:

- worksheet
- textbook page 95

Information for the teacher

Following are the rules of full stop

It is used:

- **At the end of declarative sentences**

He did not look at me.

- **At the end of imperative sentences**

Look at me.

- **At the end of an indirect sentence**

He said that he was exhausted.

- **After the titles**

Mr. Mrs. Dr.

For extension

- **In numbers-counting**

1.3, 21.50

- **Follows abbreviation**

Apr. etc. U.S.A.

- **Computing**

www.pk.gvt.com

- **Short answers**

Yes.

No.

Following are the rules of comma

It is used:

- **between all items in a series**

○ We bought apples, peaches, and bananas today. (series of words)

- **to separate independent clauses or after an introductory clause or phrase**



- He walked down the street, and then he turned the corner.
- When Ali was ready to iron, his cat tripped on the cord.
- **to indicate direct address**
 - I think, Jalil, you're wrong.
 - Jalil, I think you're wrong.
 - I think you're wrong, Jalil.
- **use commas to set off direct quotations**
 - Maria said, "I dislike concerts because the music is too loud."
- **use commas with dates, addresses, titles, and numbers**
 - On December 12, 1890, orders were sent out.
 - Please send the letter on this address: House no. 23 Goal Street, Lahore.

Following are the rules of English other Punctuation marks:

- A **question mark (?)** is a punctuation symbol placed **at the end of a sentence or phrase to indicate a direct question.**
- The **exclamation mark (!)** is used at **the end of a sentence or a short phrase which expresses very strong feeling.**

Introduction

Greet your class with Assalamu Alaikum and motivate them to reply with Waalaikum Assalam. Instruct them to recite "Bismillah" before starting their work.

Warm up

- Write the following sentences on the board and ask the students to identify which of these sentences are incorrect and tell why.
 1. You are a kind doctor.
 2. Police and Dr. Rumi entered the room.
 3. The train. went fast.
 4. Yes. it is.
 5. Yes, the train was on time.
 6. I love banana apple and orange.
 7. Maria, you must not talk.
 8. Maria, faria, saleha and sana come to my office.
- After when they will finish, discuss the answers as a whole class.
- Discuss the rules of comma and full stop [punctuation] with them.

Development

Activity 1

- Write the given story on the board and ask students to edit the story below using full stop, question mark, exclamation mark and commas and then answer the given questions.

one day frogs decided to organize a competition This competition aimed to climb on the top of a very high tower A group of frogs got together to watch their friends and the competition started None of the frogs in the audience believed that the contestants could reach the top of the tower They all shouted, "Poor ones! They will never succeed."

In the end, all but one lost their hope and left the race

The last frog left in the race managed to reach the top of the tower with great effort and struggle Other frogs in amazement wanted to learn how the frog could succeed One of the frogs came closer and asked How did you do this? At that very moment they realized that the frog that climbed the high tower was deaf!

Always be deaf to people who say you cannot make your dreams come true
Don't listen to people with negative thoughts

- What did dogs decide?
- What was the aim of the competition?
- How many frogs in the audience believed that the contestants could reach the top of the tower?
- Who reached the top of the tower?
- Was there any deaf frog?

Activity 2

- Ask students to open the textbook page 95 and read the statement number (x) from the 'Grammar Section'.
- Read the given phrases and sentences and ask students to read after you.
- Ask them to rewrite the given phrases and sentences with correct punctuation in their notebooks.

Activity 3

- Distribute the given worksheet (at the end of the lesson plan) to all students in your class. Ask them to punctuate it correctly.

Conclusion/ Sum up / Wrap up

- Summaries the key concept of punctuation rules with your students.

Assessment

- Write different a few sentences on the board and ask a random students to rewriting the sentence with correct punctuation.

Follow up [Homework]

- Ask them to practice these punctuation marks in their writing at home.



Book page as reference

Punctuation

x. Rewrite the given sentences by using correct capitalisation and punctuation marks in your notebook.

- we should wash our hands with soap before and after every meal
- wow what an interesting story
- my uncle is a good looking man
- father bought some eggs onions tomatoes and potatoes



Worksheet- Punctuation

Name _____ Date _____ Section _____

A comma (,) can be used to separate items in a series of three or more items. Examples:

- The book title is red, white, and blue.
- The jungle is filled with deer, squirrels, and chipmunks.

Read the given text. Rewrite and put commas and full stop in the correct places in each sentence.

- we are going to the grocery store to get cookies soup eggs and butter

- don't forget to empty the trash vacuum the carpet and wash the windows

- the paper scissors and pencils belong in the top drawer

- would you like me to paint your drawing green blue gray or white

- it's time to do your homework do your chores and practice the dialogues

- every cat bunny and dog in the animal shelter needs a good food

Unit 9: Manners

Topic: Write the Central Idea of a Poem



Duration: 40 Minutes



Students Learning Outcome:

By the end of the lesson students will be able to:

- identify and write the central idea of a given poem in simple language.



Materials:

- textbook page 95, Pictures from the book pg. 88 and 89

Information for Teachers

New concepts

- Brief Introduction of the poet.

Robert Louis Stevenson was a 19th-century Scottish poet, author of fiction and travel books, famous for witting famous novels as 'Treasure Island,' 'Kidnapped' and 'Strange Case of Dr. Jekyll and Mr. Hyde.

- A few good manners that have been stressed in Islam and other religions as well fare given below for teacher's reference.
 - Don't lie.
 - Don't insult anyone.
 - Don't waste food and water.
 - Help the poor.
 - Control your anger.
 - Don't gossip and backbite.
 - Don't harm others.
 - Don't be rude to anyone.
 - Don't make fun of others and call them by bad names.
 - Walk in a humble manner.
 - Don't take anything without permission.
 - Seek permission before entering someone's room.

Teaching tips

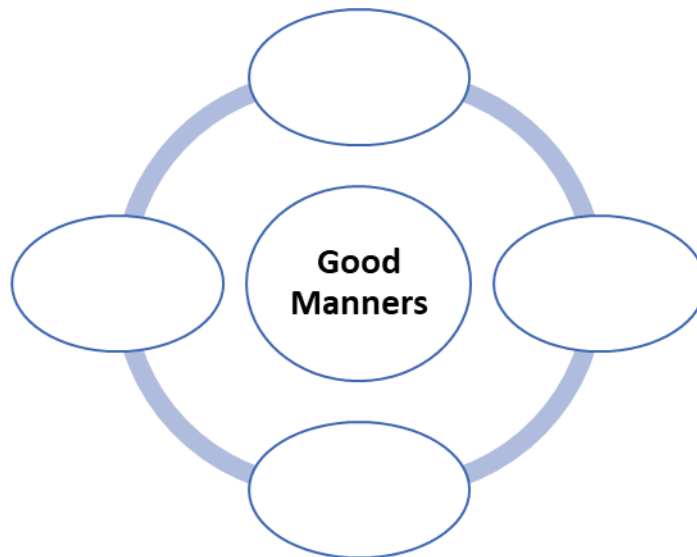
- While generating ideas and doing brainstorming, ensure to involve all the students especially the back benchers and shy ones.
- Ask students to look at the title of the poem and guess what it is about.
- Do model reading of the poem with correct pronunciation and intonation.
- Encourage students to repeat after you.

Introduction:

- Mime a few good/bad manners and let the students guess the difference.
Miming is to perform an act using only body movement, expression and movement; and no words.
(e.g. take a book with and without permission, greet others with and without smile, etc.)
- Generate whole class discussion about the good manners students practice at home.
- Ask them the following questions:
 - What are the good manners they have learnt from their family members?
 - What are the good manners they follow in the school/classroom?
 - Why good manners are important?

Mind map

- Now, draw a mind map on the board and write topic **Good Manners** in the center.
- Complete it by adding students' responses.



Development

Activity 1

- Tell students to look at the pictures (also given at the end of the lesson plan) on pg. 88 of the textbook.
- Ask them to raise their hands to tell the difference between the 2 pictures.
- Ask questions about how they keep their room neat and tidy.
- How they help their mother at home in keeping it clean?
- Call 2 students to come to the front of the class to do miming of a few good manners.
- Ask the class to guess which good manner/s they are conveying.
- Repeat this with at least two different pair more.
- Ask them about any 3 good table manners and why they are important.

Activity 2

- Tell students that today they are going to write a main idea of the poem.
- Explain them that the main idea is the central thought of a poem. It tells us about the poem.
- Explain the main idea of the poem in your own words for their better understanding.
- Tell the students to open pg. 89 of their textbooks.
- After reading the poem, on pg. 89 of the textbook explain the meanings of the difficult words.
- Discuss the main idea of the poem with help of the given words i.e. true, mannerly, etc.

- Tell the students to write the main idea of poem in their notebooks in one or two sentence.
- Monitor the class and assist wherever help is required.

Conclusion / Sum up / Wrap up

- Summarise the key concept of central idea of a poem with your students.

Assessment

- Invite a few volunteer students to come to the front of the class and write on the board the central idea that they have given to the poem.
- Other students must encourage and appreciate by clapping.

Follow up

Home work


Ask the students to read the poem **whole duty of children** pg. 89 of the textbook and its central idea.

Book pages as reference

Page 88



Page 95

 **D) Writing**

1. Learning to Write

- Write the central idea of the poem 'Whole Duty of Children' in your notebook.
- List four pairs of rhyming words and write a simple poem about 'Brushing Your Teeth' using them.

Rhyming words

_____	_____
-------	-------

Read Me

The **central idea** of a poem discusses the main thought of the whole poem. It is also called the main idea.

Note: Model Lesson plan for the central idea writing

- Above given lesson plan will be used as a template that can be modified and used for central idea writing SLOs.
Continue with other central idea writing SLOs given in different book units.

Unit 10: Be Aware, Be Safe

Topic: Elements of Story Writing-I



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- Recognize briefly story elements;
 - Tell when and where the story is set
 - Describe the characters in a story
 - Express preferences about them.
- Retell a story in a few simple sentences.
- Identify the elements of a story:
 - Plot- Beginning, middle and end of a conflict and resolution
 - Human, animal, imaginary characters and their roles
 - Setting
- Write a guided story using the elements of story writing.



Materials:

- Board, textbook pages 102 and 106, chart paper, SWBST chart

Information for Teachers

Teaching tips

- Always consult the meanings of the difficult words from the dictionary before the lesson.
- Sequencing words are important part of a story i.e. then, after, that, in the end etc.
- Stories teach students a lot about life experiences, feelings, emotions and life skills.
- Children enjoy retelling a story in their own words.

New ideas

- The strategy “**Somebody- Wanted- But-So-Then**” (SWBST) is used during or after reading. You may use it for the students’ better understanding and summarizing the main components of the story.
- After reading a story, students can fill in the given chart (given at the end of the lesson plan) for writing their own story.
- It provides a framework to use when summarizing the action of the story by identifying key elements.
- **SWBST** is an effective strategy to help students remember all the components needed to summarize a story.

SWBST Chart

**Warm up**

- Ask the students a few titles of their favourite stories.
- Ask them the following questions:
 - Why do you like it?
 - Is there any favourite character/s in your favourite story?
 - Do you enjoy listening to stories or reading them?
- Write a few titles of good and famous children's stories on the board e.g.
 - Alice in the wonderland, Hare and the tortoise, the boy who cried wolf, the ugly duckling and the lion and the mouse.
- Ask the students if they have ever heard any of these stories. Share with their classmates.

Development**Activity 1**

- Instruct the students to open pgs. 99 and 100 of their English textbooks.



- Ask them to look at the 4 pictures given there and try to guess what is happening in the illustrations.
- Are there any links between these pictures?
- Start reading the story after taking their feedback.
- Read the story to the class with proper intonation and expression to create interest.
- Explain the meanings of the difficult words for understanding.
- Discuss the story briefly after reading and ask questions about their likes and dislikes in the story.
- Call one volunteer student in front of the class to briefly retell the story in his/her own words.
- Other students may add any important detail if missed out.

Activity 2

- Tell them that today they are going to learn about a story with its main elements.
- Divide the students in pairs.
- Draw the SWBST chart on the board or provide SWBST chart worksheet to students.

S	Somebody who is the main character. _____
W	What does the character want? _____
B	But what is the main problem in the story? _____
W	What is the solution to the problem / issue? _____
T	How does the story end? _____

- Ask the students to take out the story on pg. 99 to 100 and fill it working in the pairs.
- Tell them to do it in their notebooks to write the story later.
- Monitor their written work when completing the table.
- Provide guidance and assistance wherever needed.

Activity 3

- Tell the students to open pg 102 of their English textbooks to further read about the elements of a story.
- Explain the terms given in exercise 2 pg. 102.
- Call some students at random and ask them to recall the story in sequence.
- After that, discuss the elements of a story and explain each element to them by giving examples from the story they had just read.
- Ask them to identify these elements from the story on pgs. 99 and 100.
- Note down their responses on the board.

- Tell them that in the next period they will write an interesting story referring to the elements of a story.

Book page as reference

ii. Read the given elements of a story.

Characters
Characters are people or animals who take part in the action of a story.

Setting
It is the place and time where the story events take place.

Beginning
It provides answers to who, when and where questions. In the beginning of a story, the writer describes the characters and setting.

Middle
It contains all the actions of a story.

Conflict
Every story has a problem that makes the characters work and get it solved.

Ending
It is the solution to the conflict.

Wrap up

Assessment

- Ask them what they liked about the main character of the story.

Follow up

- **Oral assignment**

Read and share the story with your siblings / parents.



Worksheet
SWBST Chart

Name _____ Date _____ Section _____

<h1>SWBST Chart</h1> <h2>SUMMARIZE THE STORY</h2>	
Somebody (main character)	Wanted (wanted or tried to)
But (the problem)	So (solution to problem)
Then (final resolution)	
Summary Sentence: _____	

Unit 10: Be Aware, Be Safe

Topic: Elements of Story Writing-II



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- Recognize briefly story elements;
 - Tell when and where the story is set
 - Describe the characters in a story
 - Express preferences about them.
- Retell a story in a few simple sentences.
- Identify the elements of a story:
 - Plot- Beginning, middle and end of a conflict and resolution
 - Human, animal, imaginary characters and their roles
 - Setting
- Write a guided story using the elements of story writing.



Materials:

- Board, textbook pages 102 and 106

Information for teachers

Teaching tips

- Encourage whole class participation in the story writing activity.
- Provide suitable vocabulary.
- Show students pictures from the textbook to prompt their imagination and thinking.
- Focus more on the struggling students.
- Consult the textbook at all stages.

Introduction

- Ask students their opinion about story reading and writing.
- Share one of your favorite story too and tell them why you like it the most.
- Inquire from them any story that their parents/grandparents have shared with them.
- What do they remember about it?
- Call one student in front of the class and tell him/her to briefly narrate a story.



Development:

Activity 1

- Divide the class in groups.
- Distribute a photocopy of the following 7 stories to each group. You may use other stories or story books as well.
- Give a different story to each group.
- Ask them to see the illustrations and guess what is happening in the picture.
- Read the stories and explain the difficult words and phrases to the whole class.
- Read the stories with proper stress and intonation to maintain students' interest

Activity 2

- Call a random students from each group and instruct them to read the story to their group members.
- Read the statement (i) given on the textbook page 106 from the 'writing section' aloud.
- Tell each group to identify and write in their textbooks the elements of a story from the assigned story. Identify these elements:
 - Plot- Beginning, middle and end of a conflict and solution
 - characters and setting
- Then ask students to complete activity (ii) in their notebooks.
- After that ask them to write the story in their own words using information they just write.
- Monitor their written work and provide guidance when needed.

Activity 3

- Call a random student from each group to come in front of the class and bring their assigned story too.
- Tell them to narrate their story in their own words an interesting manner.
- Instruct the class to listen attentively.
- Appreciate the groups by clapping and giving a star in their notebooks.

Wrap up

- Ask short questions about the stories they liked the most and why?

Assessment

- Ask any random student to tell the elements of a story.

Follow up

- Retell the story to your siblings / parents

Book page as reference

i. Think of a story of your own and fill in the following story web.

Character _____ _____ _____	Setting _____ _____ _____
In the beginning _____ _____ _____	Conflict _____ _____ _____
In the middle _____ _____ _____	Solution _____ _____ _____

ii. Now write a story of your own using the information above in your notebook.

The Boy who Cried Wolf

Story 1



In a village, lived a carefree boy with his father. The boy's father told him that he was old enough to watch over the sheep while they graze in the fields. Every day, he had to take the sheep to the grassy fields and watch them as they graze. However, the boy didn't want to take the sheep to the fields. He wanted to run and play.

So, he decided to have some fun. He cried, "Wolf! Wolf!" until the entire village came running with stones to chase away the wolf before it could eat any of the sheep. When the villagers saw that there was no wolf, they left in anger about how the boy had wasted their time. The next day, the boy cried once more, "Wolf! Wolf!" and, again, the villagers rushed there to chase the wolf away. The boy laughed at the fear he had caused again, the villagers left angrily. The third day, as the boy went up the small hill, he suddenly saw a wolf attacking his sheep.

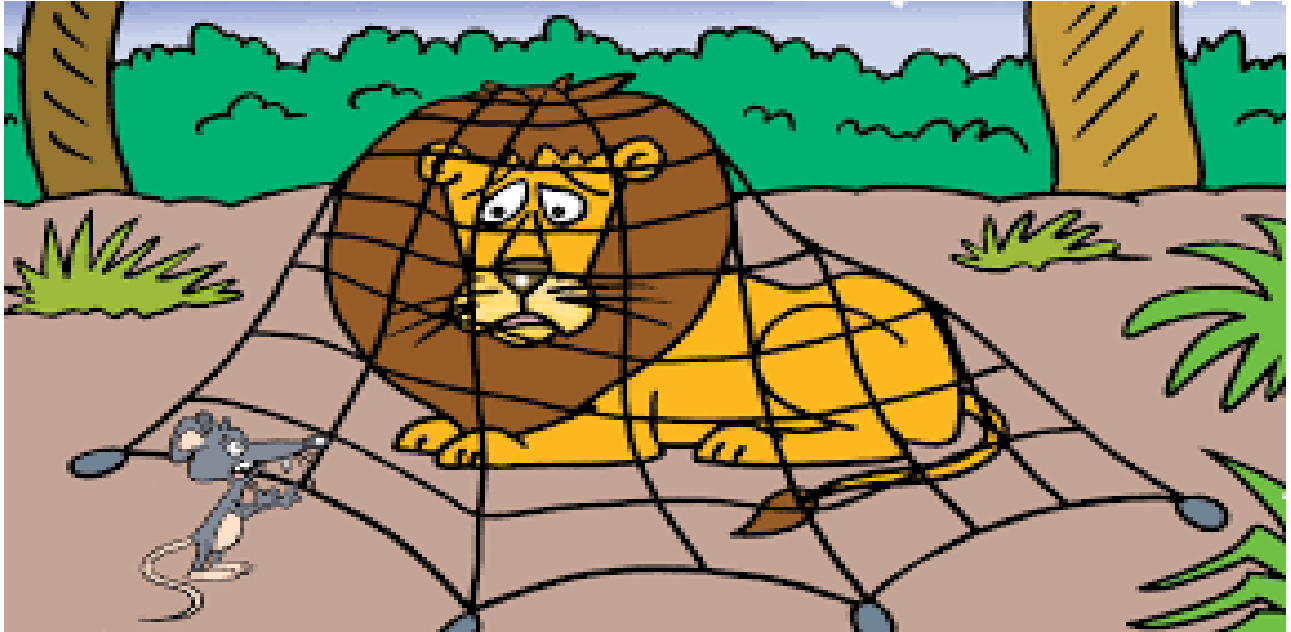
He cried as hard as he could, "Wolf! Wolf! Wolf!", but no one came to help him or the sheep. The villagers thought that he was trying to fool them again and did not come to rescue him. The little boy lost many sheep that day, all because of his foolishness.

Moral of the Story

There is no believing a liar, even when he speaks the truth.

The Lion and the Mouse

Story 2



A lion was once sleeping in the jungle when a mouse started running up and down his body just for fun. This disturbed the lion's sleep, and he woke up quite angry. He was about to eat the mouse when the mouse requested the lion to set him free. "I promise you, I will be of great help to you someday if you save me." The lion laughed at the mouse's confidence and let him go. One day, few hunters came into the forest and took the lion with them. They tied him up against a tree. The lion was struggling to get out and started to whimper. Soon, the mouse walked past and noticed the lion in trouble. Quickly, he ran and gnawed on the ropes to set the lion free. Both of them sped off into the jungle.

Moral of the Story

A small act of kindness can go a long way.

The Tale of a Pencil

Story 3



A boy named Hassan was upset because he had done poorly in his English test. He was sitting in his room when his grandmother came and comforted him. His grandmother sat beside him and gave him a pencil. Hassan looked at his grandma confused, and said he didn't deserve a pencil after his performance in the test. His grandma explained, "You can learn many things from this pencil because it is just like you. It experiences a painful sharpening, just the way you have experienced the pain of not doing well in your test. However, it will help you become a better student. Just as all the good that comes from the pencil is from within itself, you will also find the strength to overcome this problem. And finally, just as

this pencil will make its mark on any surface, you too shall leave your mark on anything you choose to.” Hassan was immediately consoled and promised himself that he would do better.

Moral of the Story

We all have the strength to be who we wish to be.

The Crystal Ball

Story 4



Nasir, a small boy, found a crystal ball behind the apple tree of his garden. The tree told him that it would grant him a wish. He was very happy and he thought hard, but unfortunately, he could not come up with anything he wanted. So, he kept the crystal ball in his bag and waited until he could decide on his wish.

Days went by without him making a wish but his best friend saw him looking at the crystal ball. He stole it from Nasir and showed it to everyone in the village. They all asked for palaces and riches and lots of gold, but could not make more than one

wish.

In the end, everyone was angry because no one could have everything they wanted. They became very unhappy and decided to ask Nasir for help.

Nasir wished that everything would go back to how it was once – before the villagers had tried to satisfy their greed. The palaces and gold vanished and the villagers once again became happy and content.

Moral of the Story

Money and wealth do not always bring happiness



The Fox and the Grapes **Story 5**

On a hot summer day, a fox wandered across the jungle in order to get some food. He was very hungry and was searching for food. He searched everywhere, but couldn't find anything that he could eat. His stomach was rumbling and his search continued.

Soon he reached a grapes garden which was laden with juicy grapes. The fox looked around to check if he was safe from the hunters. No one was around, so he decided to steal some grapes. He jumped high and high, but he couldn't reach the grapes. The grapes

were too high but he refused to give up. The fox jumped high in the air to catch the grapes in his mouth, but he missed. He tried once more but missed again. He tried a few more times, but couldn't reach.

It was getting dark and the fox was getting angry. His legs hurt, so he gave up in the end. Walking away, he said, “I'm sure the grapes were sour anyway.”

Moral of the Story



We pretend to hate something when we can't have it
The Bear and two Friends
Story 6

One day, two best friends were walking on a lonely and dangerous path through a jungle. As the sun began to set, they grew afraid but held on to each other.

Suddenly, they saw a bear on their path. One of the boys ran to the nearest tree and climbed it quickly. The other boy did not know how to climb the tree by himself, so he lay on the ground, pretending to be dead.

The bear approached the boy on the ground and sniffed around his head. After appearing to whisper something in the boy's ear, the bear went on its way. The boy on the tree climbed down and asked his friend what the bear had whispered in his ear. He replied, "Do not trust friends who do not care for you."

Moral of the Story

A friend in need is a friend indeed.

The Greedy Lion

Story 7



On a hot day, a lion in the forest started feeling hungry. He was starting to hunt for his food when he found a hare roaming around alone.

Instead of catching the hare, the lion let it go – "A small hare such as this can't satisfy my hunger", he said angrily. Then, a beautiful deer passed by and he decided to take his chances – he ran and ran behind the deer but since he was weak because of the

hunger, he struggled to keep up with the deer's speed.

Tired and defeated, the lion went back to look for the hare to fill up his stomach for the time being, but it was gone. The lion was sad and remained hungry for a long time.

Moral of the Story

Greed is never a good thing.

Unit 11: The Fox and the Stork**Topic: Pronouns as Subjective, Objective and Possessive Case**

Duration: 40 Minutes

**Students Learning Outcome:**

By the end of the lesson students will be able to:

- recognize the cases of pronouns, i.e. subjective case, objective case and possessive case.

**Materials:**

- Board, textbook page 113 and chart paper, worksheet

Information for Teachers**Teaching tips**

- Personal pronouns are used in place of a common or proper noun.
- They are used to refer to someone that you have already talked about.
- Possessive personal pronouns are used in English to avoid repeating the information that has already been mentioned e.g. this car is mine, not yours. Mine and yours are possessive pronouns.
- Mine, yours, hers, ours are used without nouns.
- Prepare the following chart paper for class display and to make the topic introduced clearer.
- It can be drawn on the board while explaining.

Introduction

- Make the given table on the board.

Pronouns

Subjective case	Objective case	Possessive case
I	Me	Mine
You	You	Yours
He	Him	His
She	Her	Hers
It	It	Its
We	Us	Ours
Their	them	Theirs

- Encourage them to give answers, in case of wrong answer guide them and explain again



- Take a book and tell them that “this book is **mine**”. Explain to them that mine is the pronoun in this sentence
- Demonstrate the use of the pronouns mine, ours, yours, his and hers with the help of following examples:
 - That is your house. That house is **yours**.
 - This car is her car. This car is **hers**.
 - This village is our village. It is **ours**.
- Add more examples from the textbook if required.

Development

Activity 1

- Draw table and write sentence of pronouns on the board from exercise 1 pg. 113 of the textbook
- Underline the subjective, objective and possessive pronouns in the sentences.
- Say sentences one by one and ask the students to raise their hands to give the answer i.e. what is the pronoun highlighted in each sentence. Also tell it case (e.g. I am ten years old. The answer is ‘I’ and ‘subjective case’).
- Repeat this exercise verbally if needed.

Activity 2

- Instruct the class to work in pairs and make two sentences of each subjective, objective and possessive pronouns in their notebooks.
- Give them time to think and make good sentences.
- Monitor their written work and provide help with spelling and vocabulary

Activity 3

- Provide the worksheet to students. Also write the worksheet sentences on the board.
- Ask them to solve the worksheet.
- Then call the students one by one and ask them to underline the correct answer.
- Appreciate the correct answers by clapping.
- Guide them in case of incorrect answers.

Conclusion

- Ask the whole class the cases of pronouns that they just learned.

Assessment

- Instruct few volunteer students to write a few sentences using possessive nouns on the board.

Home work

- Read the given sentences of Subject and Object Pronouns on pg. 113 and do Exercise 2 on page 114 of English textbook.

Book page as reference

Pronouns as Subject, Object and Possessive

- i. Read the given sentences and notice the use of pronouns as subject, object and for possessive.

Subject pronouns	Object pronouns	Possessive pronouns
I am ten years old.	Give this book to me .	This bag is mine .
You look tired today.	Ali wants to talk to you .	This bag is yours .
Rehan is angry, and he wants Salman to apologise.	Junaid is hurt because Hamza hit him .	That dress looks like his .
This table is old. It needs repairing.	Rida received a letter from her last week.	These shoes are not hers .
We are not coming.	Maryam cannot find it .	That house is ours .
They do not like these cakes.	Don't be angry with us .	This isn't our car. It's theirs .

Read Me

Subject pronouns are used as subject of the verb. Object pronouns are used as object of the verb. Possessive pronouns show possession or ownership.



Worksheet
Personal Pronouns

Name _____ Date _____ Section _____

Read each sentence carefully. Choose the correct pronoun and circle it.

1. My/Mine pens are on the table
2. This is a nice gift. Is it your/ yours?
3. Our/ours car is not working.
4. Her/ hers drawing is very nice.
5. The new house in the village is their/ theirs.
6. Let's see if the neighbors can help us cut down our/ ours tree.
7. You left your/yours keys over here.
8. Don't touch my/mine phone; it's my/mine.
9. The candy box belongs to Sarah. It is hers/ her.
10. You can order whatever you want. The choice is yours/your.

Unit 11: The Fox and the Stork
Unit 13: Little Things
Topic: Question Words

Duration: 40 Minutes

**Students Learning Outcomes:**

After completing this lesson, students will be able to:

- Illustrate the use of question words learnt earlier.
- Identify and use question words when, how many, and how much, etc.
- Recognize the function of more wh forms used in questions.
- Respond to, and ask more wh questions.

**Materials:**

- Textbook page 115 and 133
- Worksheet sample
- Question words wall chart
- Crossword puzzle resource (it can be made on a chart paper/ paper)
- Cut out of:
 - a big box
 - key
- Question cards with questions such as: what, where, why, who, how and when.
- The following template of question cards can be used as per the resources provided.

Information for the Teacher

- We often refer to these words as WH words because they include the letters WH (for example WHy, HoW).

question word	Function	example sentence
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?



which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
why	asking for reason, asking what...for	Why do you say that?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?

- Use question words wall chart (given at the end of the lesson) to give some more examples. That can be displayed in the class as well.

Introduction:

- Take a locked box in the class and ask the students the following question:
 - What is it?
 - What is so special about it?
- Divide students in group of 6.
- Give them question cards.
- Ask them to make questions about the box using the card given to them. The given key template can be used. (e.g. Where is the box key?, What is in the box?, Why do you bring it here?)
- Give them time of 5 minutes and tell them that they can make more than two questions.
- Ask the students to talk about the questions that they have made as a whole class discussion.
- Tell the students that the key which **unlocks the truth** of the box is QUESTION and every question is important.
- Tell them that Key to the knowledge are Questions indeed.

Development

Show the video to the students or the chart or the table.

Activity 1- Mystery Interview

- Students will work in pairs.
- One student will write a name of a celebrity (five to six celebrity names provided by teacher) that he wants to be. He will not share the name of the celebrity with his pair.
- The other student will interview his partner using the questions like:
 - What is your name, age, hobby etc.
 - The other student will answer the questions as his chosen celebrity.
 - Students note down their partner's answers on a page.
 - At the end of the interview, the interviewer guesses the name of the famous celebrity his partner is pretending to be.
 - Finally, students do their interviews in front of the class and the class guesses the mystery celebrity.



Activity 2

- Explain to them that we use question words to ask questions.
- Tell them that we use ‘how often’ to ask about the frequency of something. We use ‘how much’ to ask about the quantity or price of something. We use ‘how many’ to ask about numbers. We use ‘when’ to ask about date and time. We use ‘why’ to ask for a reason.
- We use ‘where’ to ask about a place.
- Ask them to open textbook page 115 (You may use this lesson plan for page no 133 as well).
- Read the given statement (7) from the ‘Grammar section’ aloud.
- Ask them to choose the correct question words from the word bank to complete the questions. Ask them to read the questions by focusing on the question words.
- Read the given statement (8) from the ‘Grammar section’ aloud.
- Ask them to write questions according to the given question words.
- Help them if need be.

Activity 2

- Distribute the given worksheet (at the end of the lesson plan) to all students in your class.
- Ask them to solve it correctly.
- Encourage them to do their work on their own.
- Take rounds while they are doing their work.
- Help them if they need it.
- Appreciate the students who finish their work first to boost their confidence.

Conclusion

Use the following crossword resource to conclude the lesson.

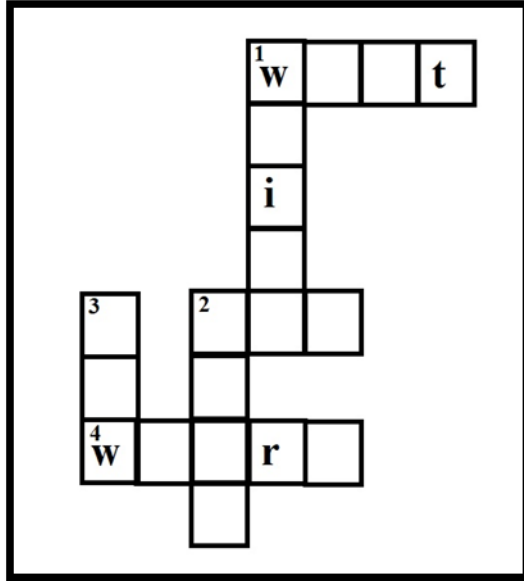
- This activity can be done in groups/ as a whole class activity.

Whole class activity.

- Paste the puzzle on the board and ask the students to fill in the blanks to solve the puzzle.

Group activity

- Divide the class in 5 groups depending upon the size of the class.
- Give them the puzzle and resource sheet.
- Whoever will complete the puzzle first will say BINGO...!
- That group will be the winner group.

**Cross**

- _____ is in your pocket?
- _____ did not you come to school?
- _____ have you been?

Down

- _____ language can you speak?
- _____ is your birthday?
- _____ are you?

Assessment

Ask students at random to make questions using the following wh: when, how, where, what and why.

Homework

Ask the student to underline any five questions from any unit of their textbook and write them in their copies.

Book page as Reference

Page 115

Question Words

vii. Choose the correct words from the given word bank.

- _____ are you late today?
- _____ do you live?
- _____ is behind the door?
- _____ is your bag?

Word bank

Which	what
Where	why

Read Me

Questions words are used to ask questions.

viii. Write two questions by using the above mentioned question words in your notebook.

Question Words

i. Fill in the blanks using the correct wh-question words.

- _____ is your new school?
- _____ storybook is yours?
- _____ is your favourite game?
- _____ are you looking so happy?
- _____ is absent today?

Read Me
Question words are used to ask questions.

ii. Read the given sentences and notice the use of some other question words.

Question Words	How to use	Example
When	It is used to ask about time or any occasion.	When will you go to Dubai?
How many	It is used to ask about the number of countable nouns.	How many people work in his company?
How much	It is used to ask about quantity, price of uncountable nouns.	How much sugar would you like in your tea?

iii. Write two questions by using each given question word.

Question words Wall chart















<p>Who</p> <ul style="list-style-type: none"> • Ask about person • Act as subject of the sentence <p>• Who is that woman? • Who are you phoning?</p> 	<p>Where</p> <ul style="list-style-type: none"> • Asking in or at what place or position <p>• Where do you live? • Where are my boots?</p> 	<p>When</p> <ul style="list-style-type: none"> • Asking about time, occasion, moment <p>• When can I see you? • When did you last see him?</p> 
<p>Why</p> <ul style="list-style-type: none"> • Asking for reason, explanation <p>• Why were you late? • Why was he late?</p> 	<p>What</p> <ul style="list-style-type: none"> • Asking for specific thing, object <p>• What's the matter? • What time is it?</p> 	<p>How</p> <ul style="list-style-type: none"> • Asking for way, manner, form <p>• How does it work? • How do you go to school?</p> 
<p>Which</p> <ul style="list-style-type: none"> • Asking about choice <p>• Which is better exercise? – swimming or tennis • Which of the applicants has got the job?</p> 	<p>How many</p> <ul style="list-style-type: none"> • Asking about quantity • Used with countable nouns <p>• How many people were there?</p> 	<p>How often</p> <ul style="list-style-type: none"> • Asking about frequency <p>• How often do you go swimming?</p> 

Worksheet Punctuation

Name _____ Date _____ Section _____

Read the given text. Fill in the blanks with the question words.

Who, what, where, when, why

 <p>_____ is he? He is at the cinema.</p>	 <p>_____ is he sad? Because he is ill.</p>
 <p>_____ is that? It is a present.</p>	 <p>_____ is the exam? Next week.</p>
 <p>_____ is she? She is my sister.</p>	 <p>_____ is he happy? Because he has got a new car.</p>
 <p>_____ is that? It's a mouse.</p>	 <p>_____ did he arrive? Yesterday.</p>
 <p>_____ are they? They are at home.</p>	 <p>_____ is crying? My brother and my dad.</p>
 <p>_____ is the cat? It's on the keyboard.</p>	 <p>_____ did you buy? A lot of things.</p>
 <p>_____ is your birthday? Tomorrow.</p>	 <p>_____ makes dinner? My granny.</p>

Unit 12: Time to Think!
Topic: Past Continuous Tense

Duration: 40 Minutes

**Students Learning Outcome:**

- Recognize and use the structure of Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/recount.

**Materials:**

- A4 Sheets
- Textbook page 125

Information for the teacher

The past continuous of any verb is composed of two parts: the past tense of the verb 'be' (was/were) and the base of the main verb + ing.

Subject	was/were	base-ing
They	were	watching

Sentence structures of Past Continuous Tense

Affirmative:	Subject + was/were + base form of verb + -ing + object.
Negative:	Subject + was/were + not + base form of verb + -ing + object.
Interrogative:	Was/Were + subject + base form of verb + -ing + object?

Examples of Past Continuous Tense

Affirmative		
She	Was	reading.
Negative		
She	was not	reading.
Interrogative		
Was	She	reading?
Negative interrogative		
Was not	she	reading?



Past continuous tense describes actions or events in a time before now, which began in the past and was still going on in the time of speaking. It is used:

➤ **Often to describe a background in a story written in the past tense, e.g.**

The sun was shining and the birds were singing when the elephant came out of the jungle. The other animals were relaxing in the shade of the tree but it was the elephant who moved very quickly all of sudden.

Introduction

- Write some simple sentences on the paper strips, distribute it amongst students and then ask any student randomly to read it aloud.
- Once they are done with reading it aloud, challenge them if they are able to turn these sentences into continuous tense. e.g. I read my book. I am reading my book. I was reading my book.
- This activity will help them to focus on the creation of continuous tense sentences using 'helping verb'.

Development

- Write the word '**Happening**' on the board and ask the students to tell what is meant by that.
- Ask the students to keep in mind the following acrostic for ING[continuous tense]:
 - i- in process
 - n- non stop
 - g- game
- Ask the students to tell what else completes past continuous tense i.e.
 - ing
- Tell the students about the helping verbs that past continuous needs i.e.
 - Was
 - Were

Activity 1

- Tell students that today they are going to read past continuous tense.
- Tell them that the past continuous tense is used for an action that was going on in the past. Also explain to them that the past continuous tense expresses actions or events that were in progress at a particular time in the past.
- Explain to students the concept of past continuous tense with its structure by giving different examples.
- Write some sentences on the board for their better understanding.
- Ask them to open textbook page 125.
- Read the statement (3) given from the 'Grammar section' aloud.
- Ask them to read the given sentences aloud by focusing on the past continuous tense.
- Make pair of students.
- Then ask each pair to make three affirmative, negative and interrogative sentences using the past continuous tense.
- Encourage them at their active participation.
- Ask them to write these sentences in their notebook.

Activity 2



- Make the students sit in groups as per the strength of the class.
- Provide them with an A4 sheet.
- Ask them to make 5 sentences that will represent past continuous sentence.
- Ask the students to rotate their work till they get back their own work.
- The other groups will be rating the work by telling which one sentence is the best one.
- They will give a star to that sentences.
- When the work will reach back to group members, they will select the sentence with most stars for the next activity.
- Read the statement (4) aloud from the ‘Grammar section’, textbook page 125.
- Ask them to write sentences of past continuous tense in their notebooks.

Activity 2

- Let the students sit in the same groups.
- Provide them another A4 sheets.
- Read the following sample to the students and ask them to write starting of their own story.
- Tell the students to paste their work in different places in the class.

The sun was shining and the birds were singing when the elephant came out of the jungle. The other animals were relaxing in the shade of the tree but it was the elephant who moved very quickly all of sudden in one direction. It seemed that he was hypnotized.

- Students will do Gallery Walk.
- They will be asked to do the following:
 - check each other’s work.
 - give positive feedback to each other

Conclusion

Ask the students the following questions:

- Ask the following question from 3 /4 students at random:
 - What did you learn today?
 - Tell acronym of ING.

Assessment

- Ask students to open up any English books and search out any three continuous sentences.

Homework

- Write three affirmative, negative and interrogative sentences using the past continuous tense.

Book Page as Reference

Past Continuous Tense

Read the given sentence structures for the past continuous tense.

Read Me
The **past continuous tense** is used to express an ongoing action in the past.

Affirmative:	Subject + was/were + base form of verb + -ing + object.
Negative:	Subject + was/were + not + base form of verb + -ing + object.
Interrogative:	Was/Were + subject + base form of verb + -ing + object?

iii. Read the given sentences.

- Sahar and Sofia were playing.
- He was not writing a letter.
- We were getting late for the flight.
- They was running for a race.
- Was Salma going to Karachi?

iv. Make two affirmative, negative and interrogative sentences each using the past continuous tense.

Unit 12: Time to Think!

Topic: Letter Writing



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- Demonstrate the use of conventions of letter writing:
 - Address
 - Date
 - Salutation
 - Body
 - Closing
 - Name



Materials: Ask the students one day before to bring 2 pages from home before conducting this activity. [They may bring assignment paper, a4 printing sheet, coloured sheets or any extra paper]



- A sam
- ple of stamp
- A sample of envelop
- A letter box which will be made with the help of students Or Use the following things to make your own letter box:
 - A show box
 - Red glaze paper
 - A marker
 - A drawing paper
 - Glue
- Two sets of 9 Strips using the following captions on:
 - Address
 - Date
 - Salutation
 - Body of the letter
 - Introductory paragraph
 - Main body
 - Ending paragraph
 - Complimentary close
- Name



Information for the teacher

Following are the main feature of a letter:

- Address contains: receiver's name, house number, area and city.
- Date shall contain month, date and year
- Salutation
- Body
 - Opening
 - Middle
 - End
- Complimentary close
- Sender Name

Introduction

- Write some questions related to letter writing on the board.
- Suggested questions:
 - ✓ Did you ever write a letter?
 - ✓ What was in your mind as you write the letter?
 - ✓ Did you share your letter with anyone?
- Call at random a few students and ask these questions.

Development

Activity 1

- Tell students to open textbook page 119.
- Read the given letter aloud. Explain to them the features of letter. (**see letter formats at the end of lesson plan**)
- Divide the class in two large groups.
- Give them strips and tell them to arrange the order. Whoever will do it first will be the winner.
- Display the correct order after when they will complete the activity so that they can confirm their order.
- Now ask the students the following questions orally:

Why do we need to write the following in a letter?

- Address
- Date
- Salutation
- A proper beginning, middle and the end of the letter
- Complimentary close
- Name
- Involve all students in discussion.
- Appreciate them for their responses.

Activity 2

- Ask the students to make a letter box in the whole class activity.
- Now tell them to make an envelope for their letters.
- Assign the following duties to three [3] students:



- One artist student with good drawing skills will draw the stamps.
- One student will stamp the letter that they will post. [make a fake stamp with an eraser/sharpener or a pencil]
- One will be a postman; after when students will post the letters, the following student will hand over the letter and will keep the record.
- Students will write a letter to their friends in the class talking about the little secret that they wanted to tell their best friend. [Make sure every one of them will get a letter]

Activity 3

- After receiving the letter, students will write a reply letter to their friends telling them how they felt about the secret and the activity.

Activity 4

- Tell students that today they are going to write a informal letter.
- Discuss with them the following:
 - A formal letter is written to: principals, editors, managers, business etc.
 - An informal letter is written to: friends, family members, relatives etc.
- Show some formal letters from newspapers or magazines for their better understanding.
- Ask students to open textbook page 94.
- Read the given statement from the ‘Writing section’ aloud.
- Ask them to write the letter on the given topic ‘write a letter to your friend and share some traffic and safety rules for pedestrians’ with correct spelling, punctuation and vocabulary.
- Make them write a letter to their friends and share with them traffic and safety rules they read in their lesson ‘Time to Think’.
- Monitor their work and rectify their mistakes.
- Help them if need be.
- Explain to them how to write an informal and a formal letter.
- Assign a topic to them and ask them to write reply to their friends.
- Check their work side by side and help them if need be.

Conclusion/ Sum up / Wrap up

- Summaries the key concept of letter format and letter writing with your students.

Assessment

- Call some students at random and ask them to read their letters and replies of letters aloud.

Follow up

Ask the students to write a letter to their distant relatives and share the following details with their teachers:

- Whom did they write a letter to?
- What did you write about?
- How did you feel about it?

Teacher can make such chart and paste that in the class. Let every student fill it.
Sample chart:

s#	Name of the student	To whom did you write	Topic discussed	Feel
1	Student a	My khala	Her birthday	Very good
2	Student b			
3	Student c			
4	Student d			
5	Student e			

Formal Letter

Ahsan
House No. 123, Sector A,
Islamabad. } **Writer's address**

Inspector General
Traffic Police Headquarters,
Islamabad. } **Receiver's address**

22 February 2018 } **Date**

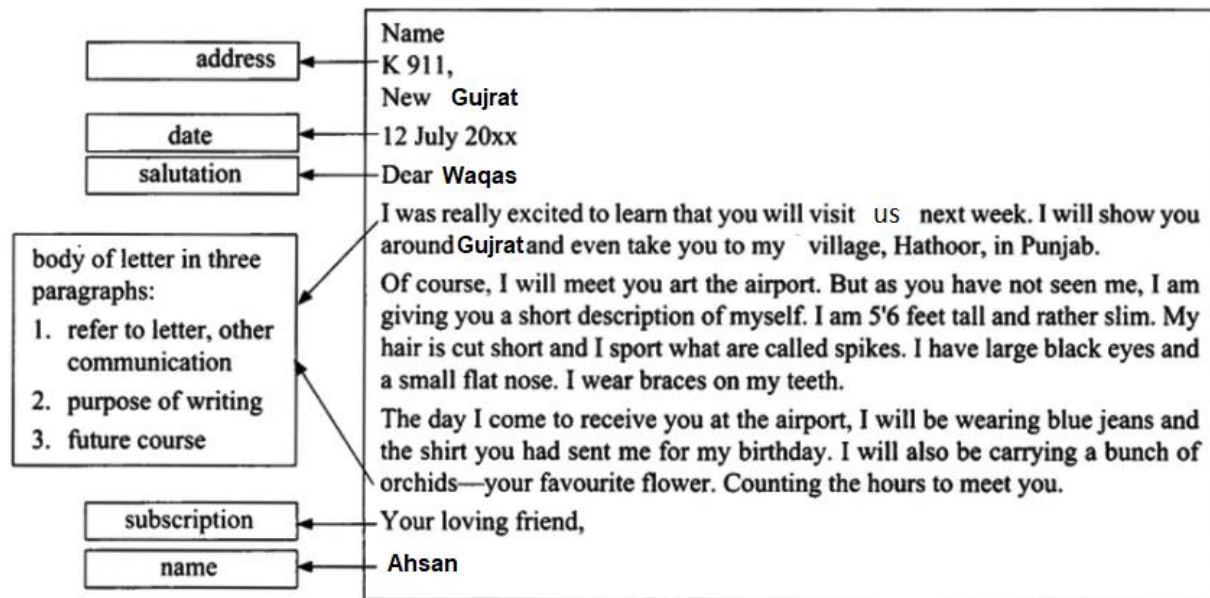
Respected Sir, } **Salutation**

I am writing this letter to inform you about the traffic jam issue in front of Little Primary School. Nobody follows the traffic rules because there is no traffic police on this road. I often get late for school due to this traffic jam. I also observe many people violating safety rules on the road. They risk their lives and create problems for others as well.
I request you to solve this issue to help the citizens of this area. } **Body**

Yours sincerely,

Ahsan } **Signature**

Informal letter



Unit 12: Time to Think!

Topic: Informal Letter



Duration: 40 Minutes



Students Learning Outcome:

After completing this lesson, students will be able to:

- write a guided informal letter.



Materials: Sticky notes

- Flash cards using the following caption
 - Address
 - Date
 - Salutation
 - Complimentary close
 - Textbook pages 119 and 126

Information for the teacher

Following are the main feature of a letter:

- Address contains: receiver's name, house number, area and city.
- Date shall contain month, date and year
- Salutation
- Body
 - Opening
 - Middle
 - End
- Complimentary close
- Sender Name

Introduction

- Divide the class in two large groups.
- Give them sticky notes and tell them to write message:
One group will write messages for their teachers.
The other group will write messages for their friends.
- Ask the students to tell the difference between two types of statements.
- Ask them the following questions:
 - Which one them is formal tone? Why?
 - Which one is informal? Why?
 - Which tone is for parents? Formal or informal?
 - Which tone is for younger siblings? Formal or informal?

Development

Activity 1

- Have students recall the format of a letter.
- Explain to them each part of a letter in detail.
- Divide the students in 5 groups.
- Give them flash cards using the following caption:
 - Address
 - Date
 - Salutation
 - Complimentary close
 - Name
- Ask the students to write the details on the given cards.
- Paste these cards on the board.
- Arrange these on the board telling the students that this is the format of the letter.
- Label its parts with different colour markers.
- Explain to them each part of a letter in detail.

Informal Letter Writing Format

10/1E Ka Bagh
lahore -110005
Pakistan

← Your address with PIN code

21 April 2020 ← Write date of writing the letter

Dear Raheel ← Salutations / Greetings

I hope my letter finds you in good health. You will be glad to know...

*This is where you write in detail in an informal / personal tone.
This part can have 3 paragraphs
Para 1 – You can write in brief about the purpose of writing.
Para 2 – You can write in detail about the purpose.
Para 3 – Concluding lines.*

With Love,
Yours affectionately

← Complimentary Closing

Rida Shahid ← Your name

Activity 2

- Brainstorm the ideas for the body of the letter on the given topic as a whole class activity.
- Write the topic **Letter to a distant cousin telling him about the new movie you have watched recently** on the board.
- Ask students to write a letter of their own and label its parts.
- Ask them to make a list of major points and main events.
- Ask them to pen down the thoughts that come into their minds.



- Then arrange the ideas according to the essentials of creative writing. In this way, they will create first draft.
- Ask them to proof read their first draft and edit and rectify their mistakes.
- Write following points on the board and ask students to use them for writing a letter.

- **Introductory paragraph**

The following points may come in this paragraph:

- Some informal talk regarding the family.
- Ask about your cousin's health
- Ask about your cousin's school/friends

- **Main body**

The following points may come in this paragraph:

- Why did you want to see this movie
- Review of the movie talking about: plot, graphics and characters
- Your likes and dislikes

- **Ending**

May end on:

- wishes on meeting again soon
- inviting him on a movie night

Activity 3

- Now ask the students to write a letter in their copies individually on the given topic 'Write a letter to your friend inviting him on Eid holidays'.
- Ask them to write correct spelling. Encourage them to do their work on their own.
- Take rounds while they are doing their work. Help them if they need it.
- Appreciate the students who finish their work first to boost their confidence. Help them if they need it.
- Appreciate the students who finish their work first to boost their confidence.

Conclusion

- Sum up the lesson by repeating the part of a letter again.
- Ask the students to read each other letters.

Assessment

- Call some students at random and ask them to read their letters aloud.

Follow up

Homework

Ask the students to write a letter in their copies individually on the topic 'Write a letter to your grandparents telling them that you miss them'.

Unit 12: Time to Think!

Topic: Expository Paragraph Writing-I



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- write simple expository paragraphs.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.



Materials: board, textbook page 126

Information for Teacher

New ideas:

An expository paragraph **tries to explain a topic or situation**, expository paragraphs are written as if the writer is explaining or clarifying a topic to the reader. The purpose of expository paragraph is to inform, to provide information.

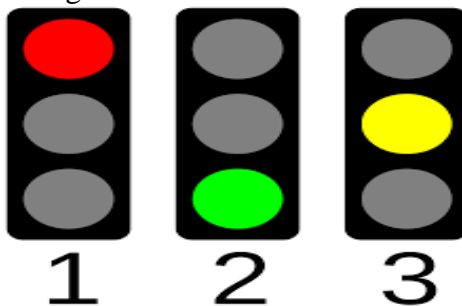
Examples of Expository Paragraph:

This morning at 10 am, a van collided with a donkey cart at the main road. Three people were injured and were taken to the hospital for medical aid.

Teaching tips

Here are a few road safety rules you could teach your students and discuss:

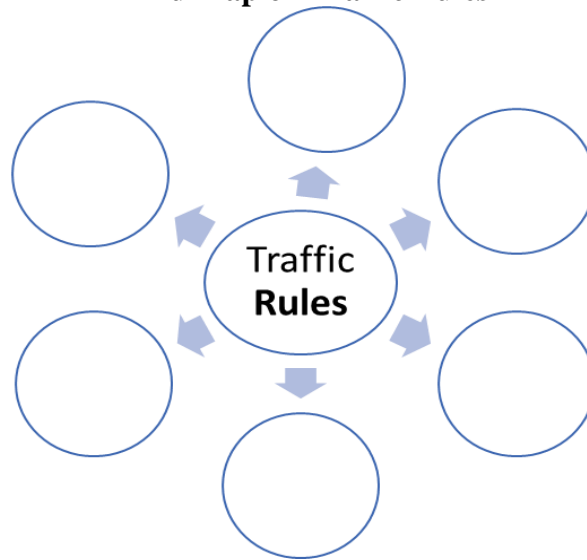
1. Cross the road at the Zebra Crossing.
2. Do not run on the roads.
3. Always walk on the footpath.
4. Do not stick your hand or head out of a moving vehicle. ...
5. Use seatbelts in the cars.
6. Follow the traffic signals
7. Understand and follow the road signs
8. Look around before crossing the road



Introduction

- Make the following mind map on the board.
- Write **traffic rules** in the center.
- Generate a discussion on traffic rules.
- Write students' responses in the mind map.
- Consolidate discussion by showing how the mind map has main ideas that can be elaborated while writing the paragraph.
- Encourage whole class participation for maximum ideas.
- Smaller circles may be added to this example of a mind map.

Mind Map on Traffic Rules



Development

Activity 1

- Begin the session by writing a procedure on the board in a random sequence. You may use the procedure given below. You may write any famous procedure e.g. applesauce, card making, rocket making, sport band making, etc. on the board in a random sequence).

(Prepare Classroom Board as like given below)

Date: _____ Topic: Expository Paragraph Day: _____

Applesauce Recipe

- Serve the applesauce and eat it.
- Peel the apples.
- Cook the apple pieces into water for an hour.
- Wash the apples.
- Cut the apples into small piece.

- Ask a random student to read the sentences.



- Ask students to share what they understand out of this procedure. Without an order meaning of the procedure is ambiguous. Ask students what is missing out in these sentences.
- Ask students if they understood or enjoyed these disconnected sentences as compared to a complete paragraph.
- Ask students to arrange them in an order as events are happened in an order.
- Instruct a pair of students to come to the board.
- Tell them to number the sentences correctly to make a complete recipe/paragraph.
- Encourage the whole class to participate in correct numbering.
- Now rewrite procedure in a sequence and ask a random student to read it.
- Ask them the difference between disconnected sentences and a complete paragraph.
- Explain students that a paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.

Teacher note: (The correct order of the applesauce is given below.)

Date: _____ **Topic: Expository Paragraph** **Day:** _____

Applesauce Recipe

1. Wash the apples.
2. Peel the apples.
3. Cut the apples into small piece.
4. Cook the apple pieces into water for an hour.
5. Serve the applesauce and eat it.

In paragraph Form

Wash the apples. Peel the apples. Cut the apples into small piece. Cook the apple pieces into water for an hour. Serve the applesauce and eat it.

Activity 2

- Divide the class into small groups.
- Instruct them to look at the picture given (given at the end of lesson plan) in their English textbooks on page 14.
- Show students the picture given on page 14. Ask students to look at the picture carefully.
- Make them describe the picture in their own words.
- Motivate them to share their responses. Note down all the points on the board.
- Now, ask each group to write as many words as they can think of based on the picture.
- Instruct them to write these words in the notebooks. Once they have done it. Tell them to make sentences using all /some of these words for paragraph writing.
- Ask them before writing paragraph all group member share their thoughts with fellow group members about the picture.
- Make them write the processes to explain the life cycle of a butterfly. Write the correct step for the given picture.
- Monitor the groups for correct spelling and vocabulary.
- Encourage the whole class to participate.

- Appoint a group leader.
- Call the group leaders to come to the front of the class and share the paragraph they have written as group.
- Appreciate and encourage by clapping and giving stars on their notebooks.
- At the end of the session, make students revise all the points. Use their description as an example for explaining and writing procedure and steps.

Conclusion

- Conclude the topic by telling the students that connection between the sentences is very important for good paragraphs/ stories / essays etc.

Assessment

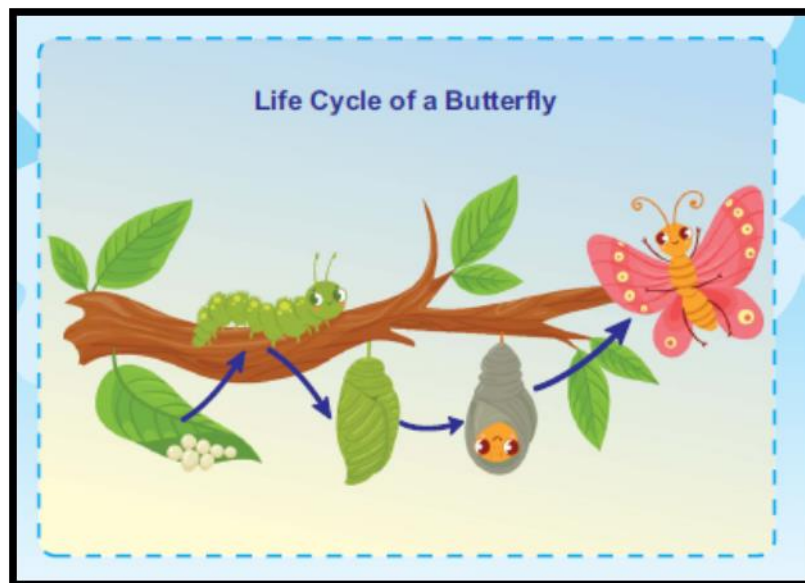
- Ask students at random to read their paragraphs for fellow students one by one.
- Ask students to peer review each other's work and identify the mistakes. Give feedback to students over their work.

Follow up

Homework

- Read the paragraph written in the class and try to edit atleast one of its lines

Picture from the Book



Book page as reference:

ii. Read the given expository paragraph.

My grandfather has given me a computer as a present. I am about to set up my new computer. There are so many different parts! I don't know where to start. The instruction manual can help me. It tells what each part is and how to attach it. I will follow the instructions step by step. **First**, I will connect the monitor and the (CPU). **Next**, I will connect the keyboard, mouse and speakers. **Then**, I will turn on the computer.

iii. Write a short expository paragraph on how to pack your bag for a trip.

Unit 12: Time to Think!

Topic: Expository Paragraph Writing-II



Duration: 40 Minutes



Students Learning Outcomes:

By the end of the lesson students will be able to:

- write simple expository paragraphs.
- use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.



Materials: Board, textbook page 126

Information for Teacher

Teaching tips

- This second period is a further reinforcement of the skill of paragraph writing developed in the previous lesson.
 - Make link between the previous lesson and the extension work to be introduced.
 - Ask questions to assess their conceptual clarity.
 - Revise the main points of paragraph writing again for reinforcement.
- While teaching consult the textbook where and when required.

Introduction

- Share with the class how you pack your bags/ suitcases when going for a trip outside the city for few days.
- Now call 2 pairs of students in front of the class.
- Tell them to share, how they pack their school bags before coming to school.
- Instruct the class to listen attentively.
- Once the pairs have finished sharing the details of bag packing, write a few words that they used on the board.
- Ask the whole class to add more words to the list of words

Development

Activity 1

- Explain to them that expository writing explores, explains, or defines a specific subject or idea. This type of paragraphs does not include the writer's opinion or tell a story. This type of paragraphs most explains procedure and steps.
- Ask students to open their textbooks at page 126. Read statement (ii) from the 'Writing' section. Read the given paragraph aloud. Ask students to read after you.



- Explain the difficult words.
- Pronounce these words correctly so that students can also pronounce accordingly.
- Discuss with them that this paragraph is all instructions about setting up a computer.
- It follows a pattern of step by step instructions.
- Ask one/ two students to read the paragraph aloud.

Activity 2

- Read statement (iii) from the 'Writing' section.
- Divide the class in pairs.
- Tell them that they are going to write a short expository paragraph on how to pack your bag for a trip.
- Instruct them to take help from the vocabulary words written on the board for writing the paragraph.
- Give them enough time to generate ideas and write a short paragraph of at least 5/6 lines.
- Ask them to identify and classify the items which are required to complete a step.
- Tell them to use appropriate vocabulary related to these items.
- Guide them to use appropriate tense for writing a paragraph on the procedure of packing a bag for a trip.
- Encourage them to do their work on their own.
- Monitor the class when they are doing the written work in their notebooks.
- Provide guidance with spelling, sentence structure and ideas.
- Help them if they need it. Appreciate the students who finish their work first to boost their confidence.
- Encourage the whole class for maximum participation.

Activity 3

- Instruct the pairs to exchange their notebooks and read what the others have written.
- Tell them to appreciate each other's work
- Call one/ two pairs to read their expository paragraphs to the whole class for appreciation and motivation.

Wrap up

- Conclude the lesson by asking them if they enjoyed writing the paragraph.
- Is it easy to follow the instructions if they are clear?

Assessment

- Ask students at random to read their paragraphs for fellow students one by one.
- Ask students to peer review each other's work and identify the mistakes. Give feedback to students over their work.

Follow up

Write a paragraph of 5-10 lines explaining to your friend how to clean your room or your bicycle.

Book page as reference:

ii. Read the given expository paragraph.

My grandfather has given me a computer as a present. I am about to set up my new computer. There are so many different parts! I don't know where to start. The instruction manual can help me. It tells what each part is and how to attach it. I will follow the instructions step by step. **First**, I will connect the monitor and the (CPU). **Next**, I will connect the keyboard, mouse and speakers. **Then**, I will turn on the computer.

iii. Write a short expository paragraph on how to pack your bag for a trip.

Note: Model Lesson plan for the paragraph writing

- Above given lesson plan will be used as a template that can be modified and used for different 'Paragraph Writing SLOs'.
- Continue with other paragraph writing SLOs given in different book units.

Unit 13: Little Things

Topic: Kinds of Sentences



Duration: 40 Minutes



Students Learning Outcomes:

After completing this lesson, students will be able to:

- identify and practice making simple, sentences to show instructions, commands, and strong feelings.



Materials:

- Chalk/marker, white-/blackboard
- textbook pages 134 and 135

Information for Teachers

- **Imperative sentences** are used to give us command. These sentences end with a full stop or an exclamation mark depending upon the strength of the emotions.
- **Exclamatory sentences** are used to express strong feelings or emotions.
- **Declarative sentences** are used to give information or to state point of view.
- **Interrogative sentences** are used to ask questions when we want to get answer about something.
- **Negative sentences** are used to state that something is not true or correct.
- **Instructional sentences** are used to give advice or instructions. It ends with a full stop.
- **Request sentences** are used to make request. These sentences end with a full stop.

Introduction

- Ask the students to stand up the moment you go in the class.
- Then tell them to do the following actions:
 - Sit down
 - Open your books.
 - Hands up.
 - Put your fingers on your lips.
- Ask the students what was done with them.
- Brainstorm the kind of sentences. Ask students to tell the kind of sentences.
- Don't correct them during the activity. Give feedback to them without pointing out students' names.

Development

Tell students that today they are going to learn kinds of sentences.



Activity 1

For exclamatory sentence

- Write a simple declarative sentence on the board.
- You should be able to change the tone of this sentence by switching out the punctuation. Some great examples include: I have a hat. I like ice cream.
- Next, change the period at the end of the sentence to a question mark.
- Ask students to share their thoughts on how the question mark changes the meaning of the sentence.
- Then, change the question mark into an exclamation mark.
- Again, ask your students how this changes the meaning of the sentence.
- Explain to students that the meaning of a sentence is determined by the type of sentence format used to write it.
- Explain to them that a sentence that orders somebody to do something is called a command. It ends with a full stop.
- Explain to them that a sentence which gives advice or instructions is called an instructional sentence. It ends with a full stop.
- Tell them that an exclamatory sentence expresses great emotions or feelings. It ends with an exclamation mark.
- Explain all types of sentences to students by giving different examples on the board.
- Repeat this activity for other kind of sentences instructions, commands, and requests.

Activity 2

- Write some classroom instruction words on the board.

Suggested words:

listen, draw, read, write, discuss, talk, think, circle

- Call a pair of students at random and ask a student to act like a teacher and give instructions or commands to other student with the help of these words.
- Ask other students must act to follow his/her commands and instructions.

Example 1:

Student A

Student acts like a teacher and give command to the other student.

- Draw a circle on the board.

Student B

Other student acts like a student and draw a circle.

Example 2:

Student C

Student acts like a teacher and give instruction to other student.

- Look at the picture carefully given textbook page 128. Then describe it in your own words.

Student D

Other student acts like a student and describe the picture.

- Repeat this activity with other pair of students.
- Discuss with them how they express their feelings.
- Note their responses.



Activity 3

- Engage students in an activity.
- Divide the students in groups according to strength of the class.
- Give them the given verb list and ask them to make different kind of sentence with them.

Verb List			
listen	put	measure	hold
compare	peel	place	wonderful
surprise	sit	bake	won
lovely	go	bring	wash

- Now encourage students from each group to try to use these verbs in their own sentences to make instructions, commands, and exclamatory sentences.
- Help them with their work and correct them if they are wrong.
- The group who will make the most sentences in 5 minutes' time will say BINGO.
- The group who says BINGO first will win.
- Praise them by giving golden stars.

Activity 4

- Ask students to get to page 134-135 of the textbook.
- Read the statement (vi) aloud from the 'Grammar section'.
- Read the given sentences aloud and ask students to repeat after you.
- Explain these kinds of sentences with more examples.
- Ask them to read the sentences with correct pronunciation and expression.
- Read again and ask them to repeat after you.
- Make them correct where required.
- Monitor their pronunciation, stress and expression and ask different questions to assess their understanding.

Activity 5

- Ask students to open textbook on page number 90 and read the statement (iv).
- Ask them read the given sentences and identify their types.
- Tick the correct options for the sentences.
- Encourage them to do their work on their own.
- Take rounds while they are doing their work. Help them if need it.
- Check their work and correct their mistakes.
- Call some students at random and ask them to write examples of commands, instructional and exclamatory sentences on the board.

Conclusion

- Wrap up the lesson by repeating the concept taught today. Ask students if they have any confusion, and then briefly explain it to them.
- Ask the students to take any two verbs from the previous verb list. Share a command for their siblings and an instruction their friends using those verbs.

Assessment

- Ask any random student to come forward and share some examples of different kinds of sentences.

Follow up

Home work

- Ask them to write two examples each of commands, instructional and exclamatory sentences in their notebooks.

Book pages as reference

Page 134

Kinds of Sentences

vi. Read the instructions, commands and exclamatory sentences given below.

Instructions

- Fry the onion for 5-7 minutes.
- Take your medicine before sleeping.
- Read the given non-verbal cues.

Commands

- Clean your room.
- Drink juice.
- Please sit down.

Exclamatory Sentences

- What a lovely waterfall!
- You won a gold medal!
- What a cold day!

vii. Tick (✓) the correct options for the given sentences.

- Do your chores after breakfast.

Read Me

Command sentences are used to give commands. We use a full stop at the end of these sentences. These sentences are also called imperative sentences.

Instructional sentences give instructions on how to do things. These sentences end in a full stop.

Exclamatory sentences show sudden feelings and emotions. They end with an exclamation mark.

Command Exclamatory Instruction



- Serve drinks with the meal.

Command

Exclamatory

Instruction

- Wow, what a lovely dress!

Command

Exclamatory

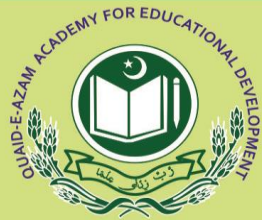
Instruction



ENGLISH-IV		
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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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